

# LOOKING AT LIFE

Book One  
Environmental Studies



Rupert Hayward  
Nicholas Horsburgh

# Introduction

*Looking at Life*, Books One and Two (*Environmental Studies*), introduce children to the study of the environment. By the time children enter Class One they are already aware of their family, their friends and their neighbourhood and are beginning to work out for themselves where they fit in. These books based on the children's own experience will help them understand and relate to their natural and social environment a little better.

The special features of these books are:

- i) Both books closely follow the guidelines suggested by the NCERT for environmental studies in Classes One and Two. The course is schematically divided into units and the table of contents will help teachers to identify the various topics they are expected to cover. For the children, however, the scheme is not obvious or evident as it follows a natural progression; it starts with an examination of the children's immediate surroundings, goes on to discuss the neighbourhood and finally the larger world around them. Both books have the same structure though Book Two examines the topics in greater depth.
- ii) The language has been kept at a simple level so that the books can be easily read and understood; long and complicated explanations in the text have been avoided. This means that there is no scope for learning by heart but rather the children are expected to understand and think for themselves.
- iii) The approach has been to teach the children about the environment while developing the skills they are beginning to acquire. The children are expected to observe, record information and communicate what they have learnt through drawing, copying, tracing, mapping and tabulation.
- iv) Each topic is dealt with in such a way as to create sensitivity in the children to the beauty of the world around them and to lead the children to an awareness of their surroundings and their culture.
- v) For the teacher most pages contain a footnote, which offers suggestions for dealing with the topic. More detailed notes are contained at the end of each book. These notes contain ideas for much extension work. However, teachers are free to use their own imagination and initiative in introducing whatever supplementary activities and information they feel is relevant to each topic.

1 September 1983

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# **LOOKING AT LIFE**

## **Book One**

### **Environmental Studies**

**Rupert Hayward**  
**Nicholas Horsburgh**

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## About myself



Draw your  
picture  
here.

My name is .....

your name

I live in .....

town/village

I am a .....

boy/girl

India is my country.

## The Gupta family

This is Mr Gupta.



He is a man.



This is Mrs Gupta.

She is a woman.

This is Ramu.



This is Meera.



Ramu and Meera are children.

## A small family



## A big family



1. father	6. daughter
2. mother	7. niece
3. grandfather	8. nephew
4. grandmother	9. uncle
5. son	10. aunt

**Copy the words above into your exercise book.**

Discuss families and relationships. Explain why some families are small and others are big.

## About my family

My father: \_\_\_\_\_

My mother: \_\_\_\_\_

My brother: \_\_\_\_\_

My sister: \_\_\_\_\_

## Words to help you:

works   factory   office   school   help   older  
younger   kitchen   garden   play   glasses

Ramu and Meera live in a small house.

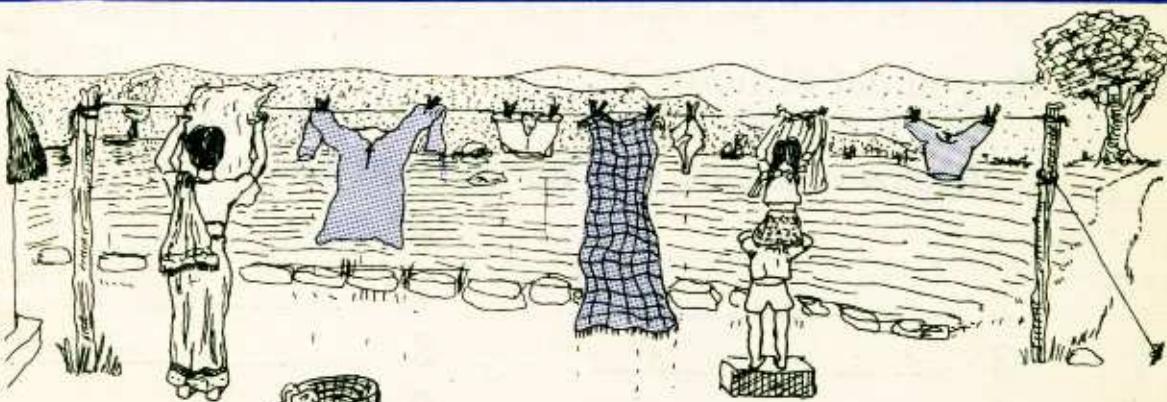
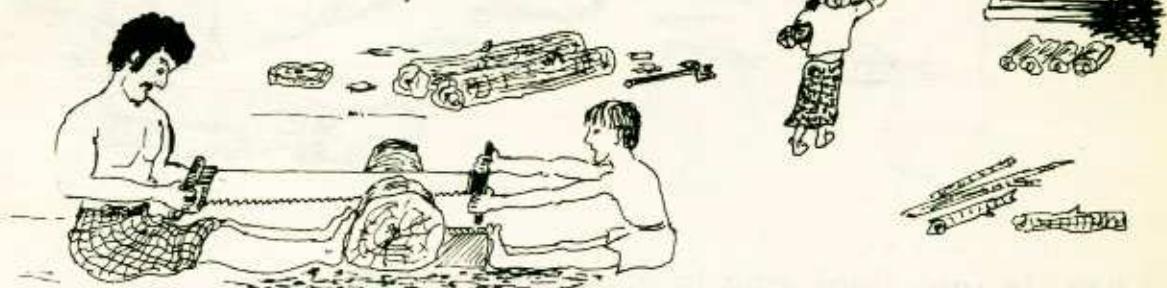
They live with their mother and father.



Ramu's father is a farmer.

He grows vegetables.

Ramu and Meera help their father.

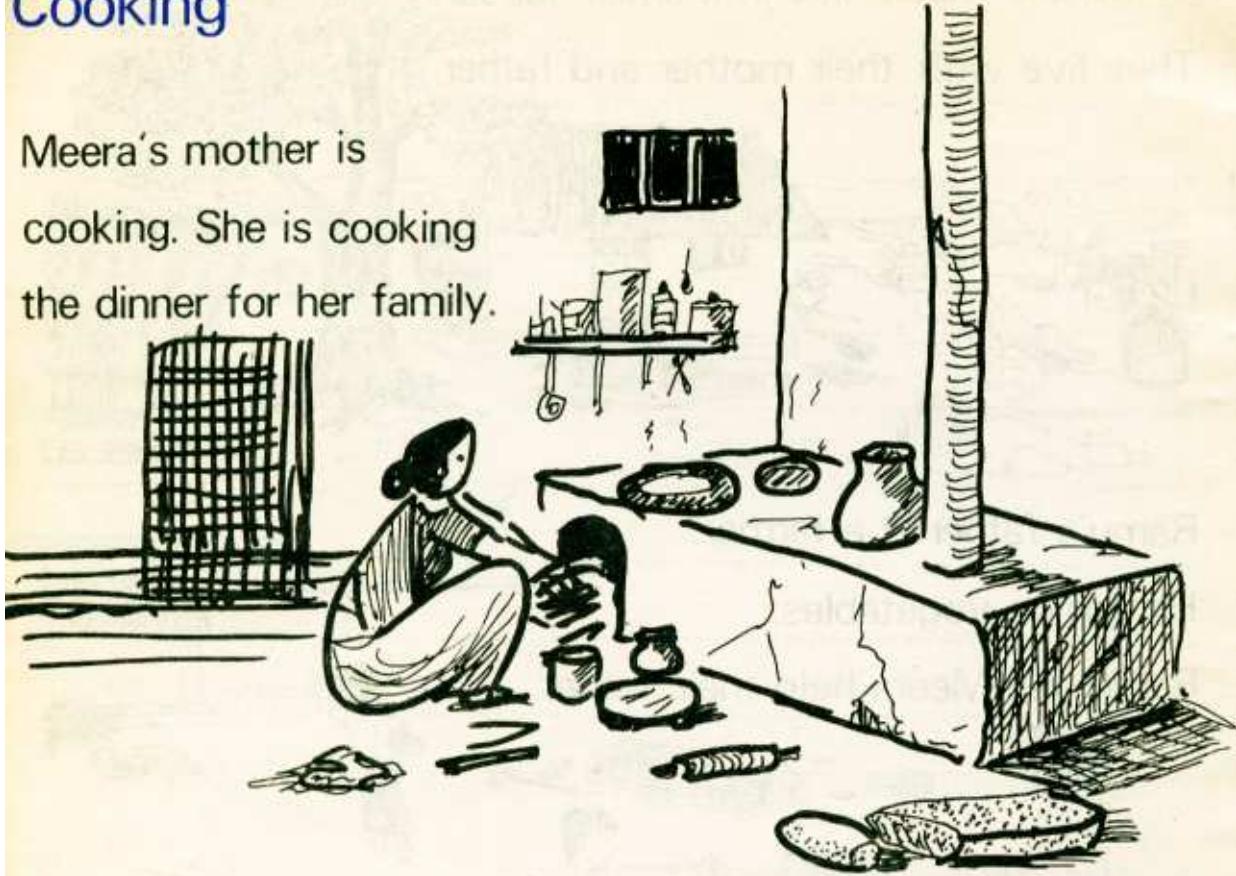


They help their mother at home.

The family functions as a unit. Both parents are equally important. Discuss how the children can contribute to the household by helping out.

## Cooking

Meera's mother is cooking. She is cooking the dinner for her family.



What do you think she is cooking for dinner?

What do you eat at home?

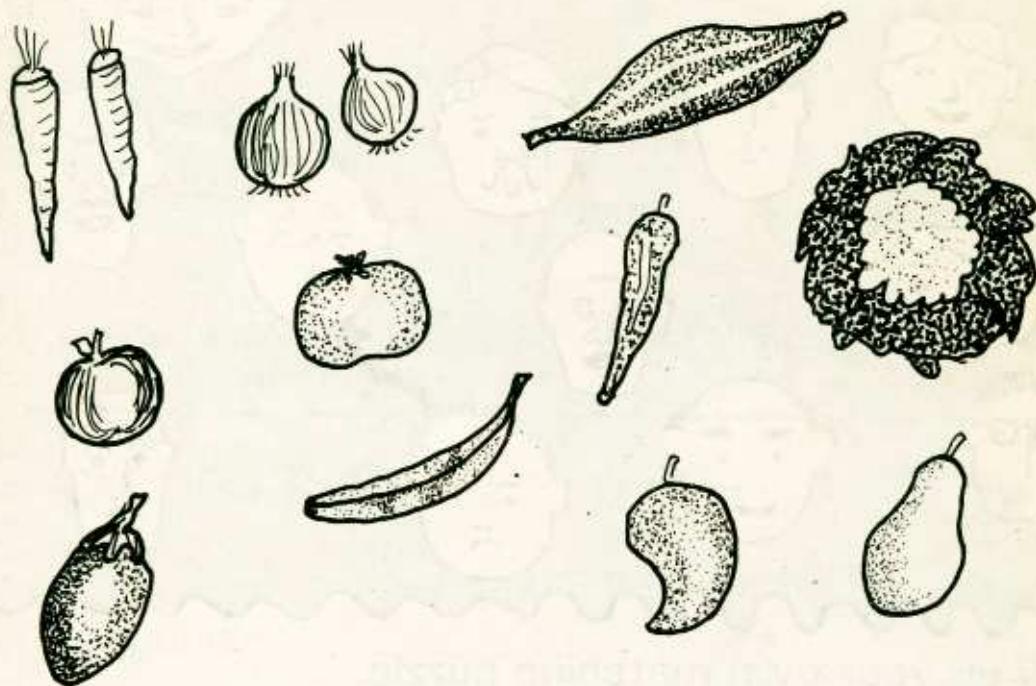
**Make a list of the things you eat.**

1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____

# Food

Here are some vegetables and fruit.

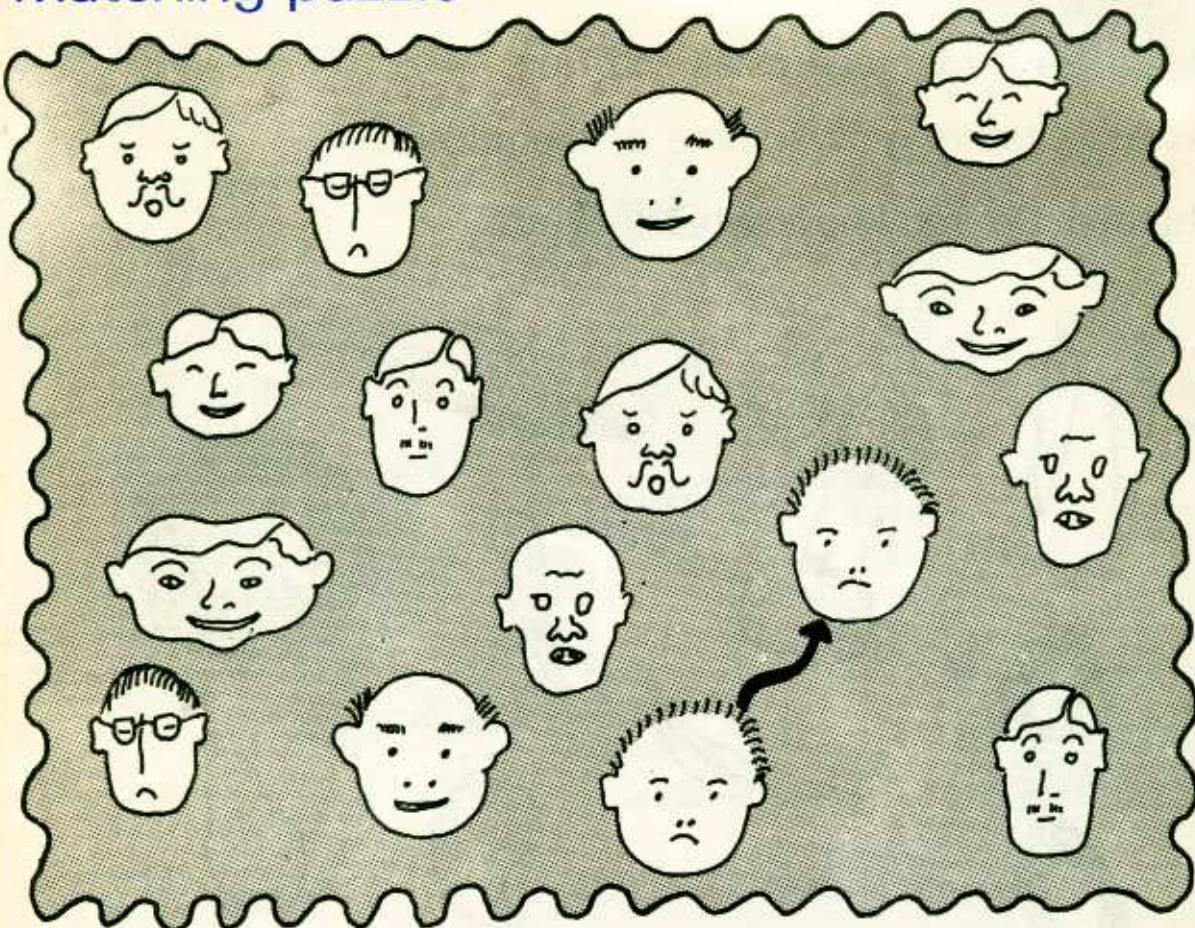
Ramu's father grows some of them in his garden. Do you know what they are ?



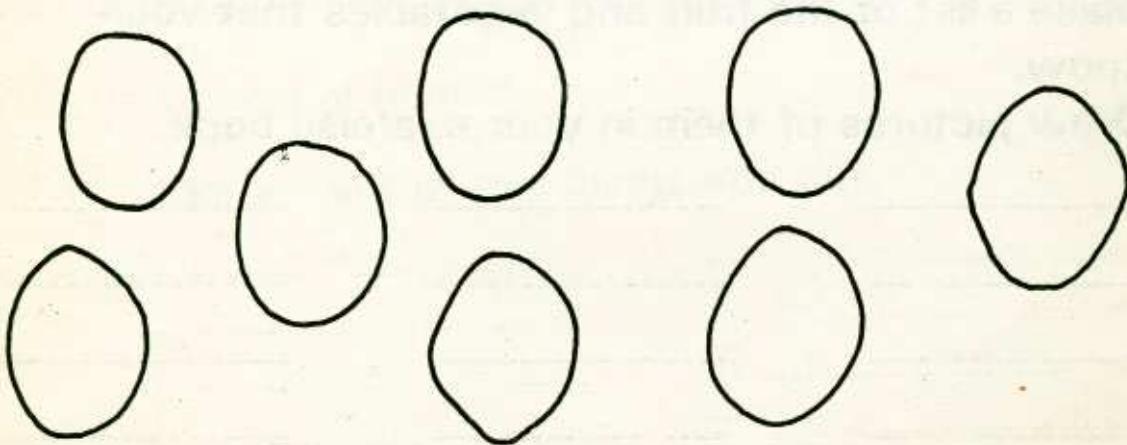
**Make a list of the fruit and vegetables that you know.**

**Draw pictures of them in your exercise book.**

## Matching puzzle



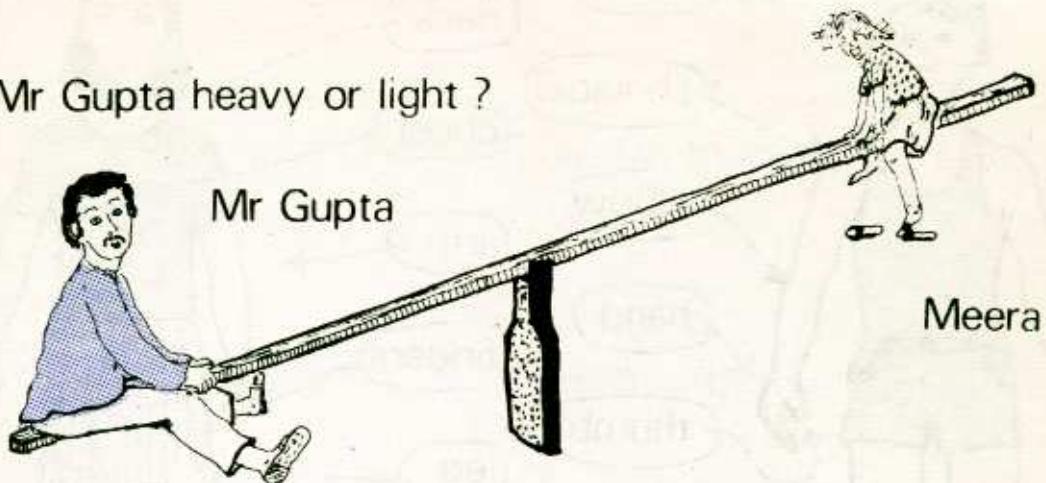
Make up your own matching puzzle.



Explain how all people are both similar and different. Use the pictures on this and the following page.

## Heavy and light

Is Mr Gupta heavy or light ?



Mr Gupta is ..... Meera is .....

---

## Short and tall

Mrs Gupta is .....

Ramu is .....



**Make up sentences.**

**Use these words:**

short/tall

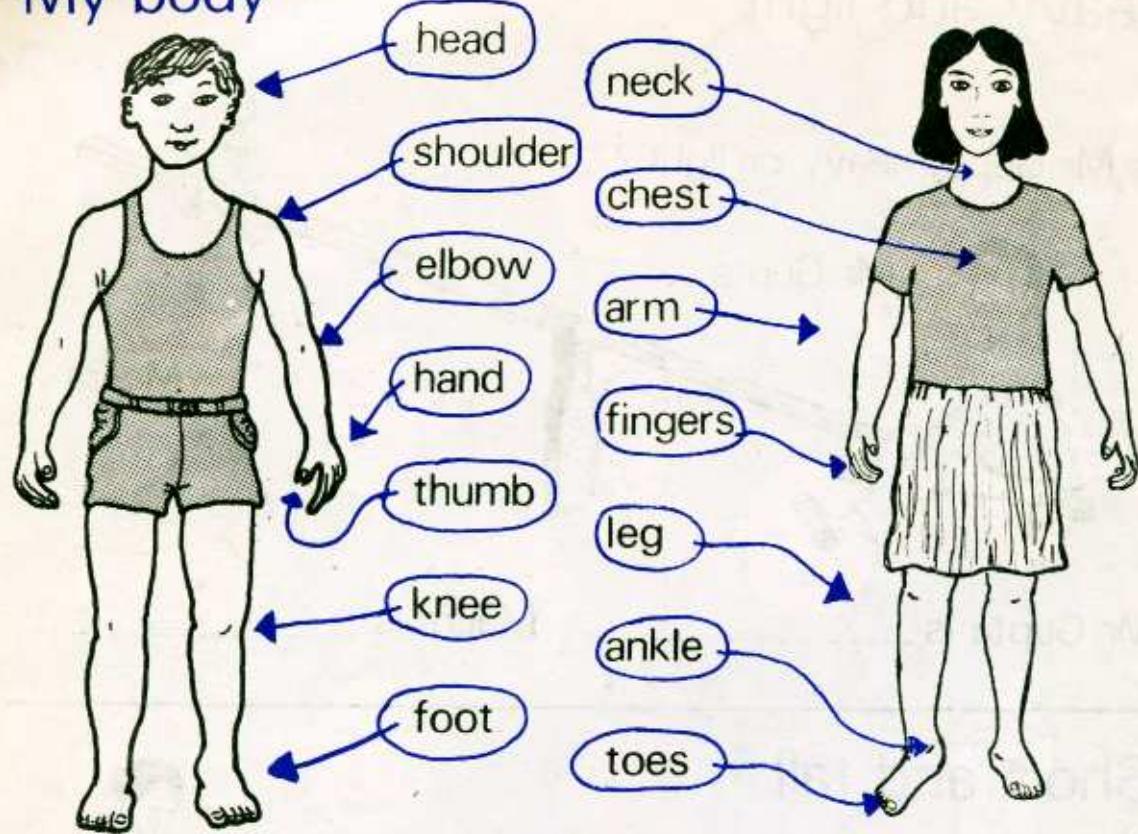
thin/fat

big/small

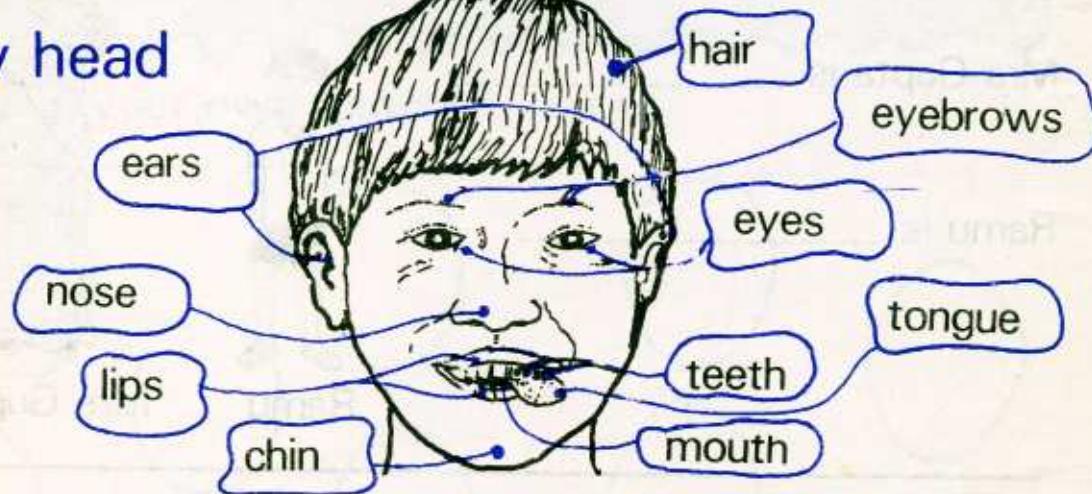
heavy/light

**Draw pictures too.**

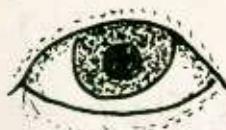
## My body



## My head



Draw a picture of yourself in your exercise book. Label all the parts.



I see with my \_\_\_\_\_



I hear with my \_\_\_\_\_



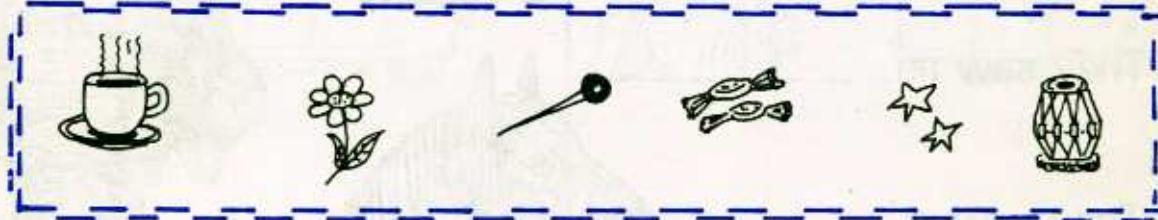
I smell with my \_\_\_\_\_



I touch with my \_\_\_\_\_



I taste with my \_\_\_\_\_

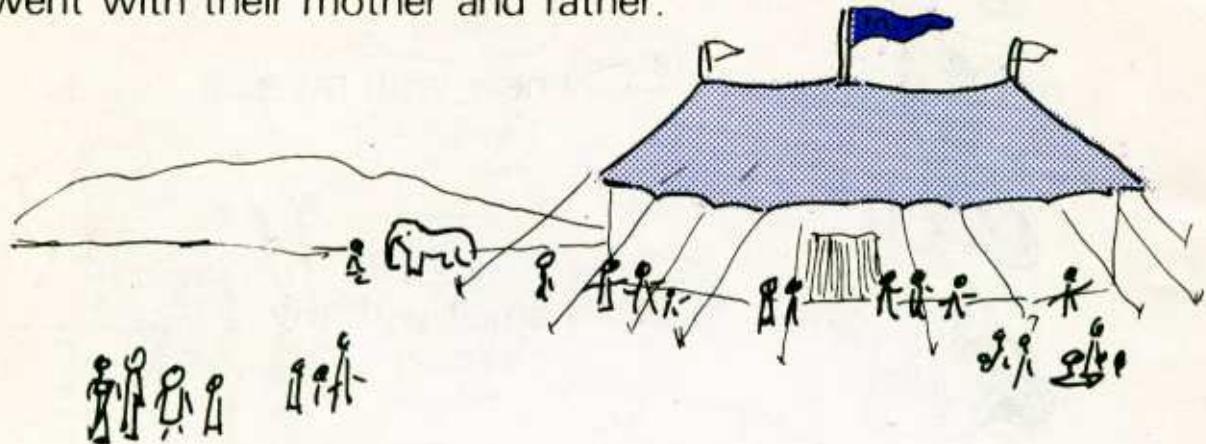


**Make up sentences in your exercise book. Like this:**

I see the moon.

## The circus

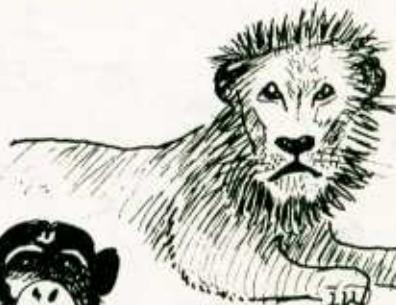
One day Ramu and Meera went to the circus. They went with their mother and father.



At the circus they laughed at the clowns.

They saw lots of animals.

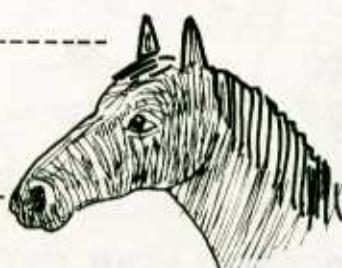
They saw a \_\_\_\_\_



They saw a \_\_\_\_\_



They saw an \_\_\_\_\_



They saw a \_\_\_\_\_



**Use these words:**

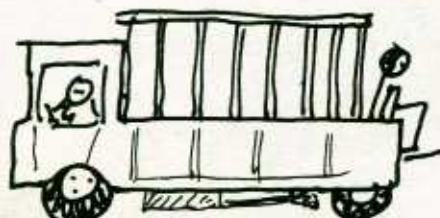
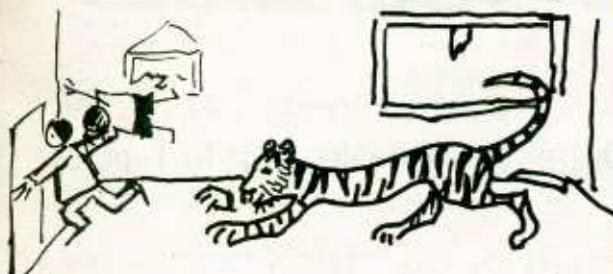
lion      elephant      horse      monkey

**Copy the sentences into your book.**

## A play

Here is a story in pictures.

**Act it in the class.**



Here are the names of some of the people in the drama.

tiger    father    mother    Ajit    Hema    man

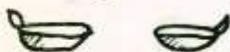
# Divali



Bang! Crack! Crack! Bang!

Divali comes once a year. At Divali the whole family has lots of fun.

We light lamps.



We let off fireworks.



We go to the temple to pray.



We eat sweets.



What other festivals do you know about ?

**Draw a picture of Divali in your exercise book.**

This is Ramu's friend.



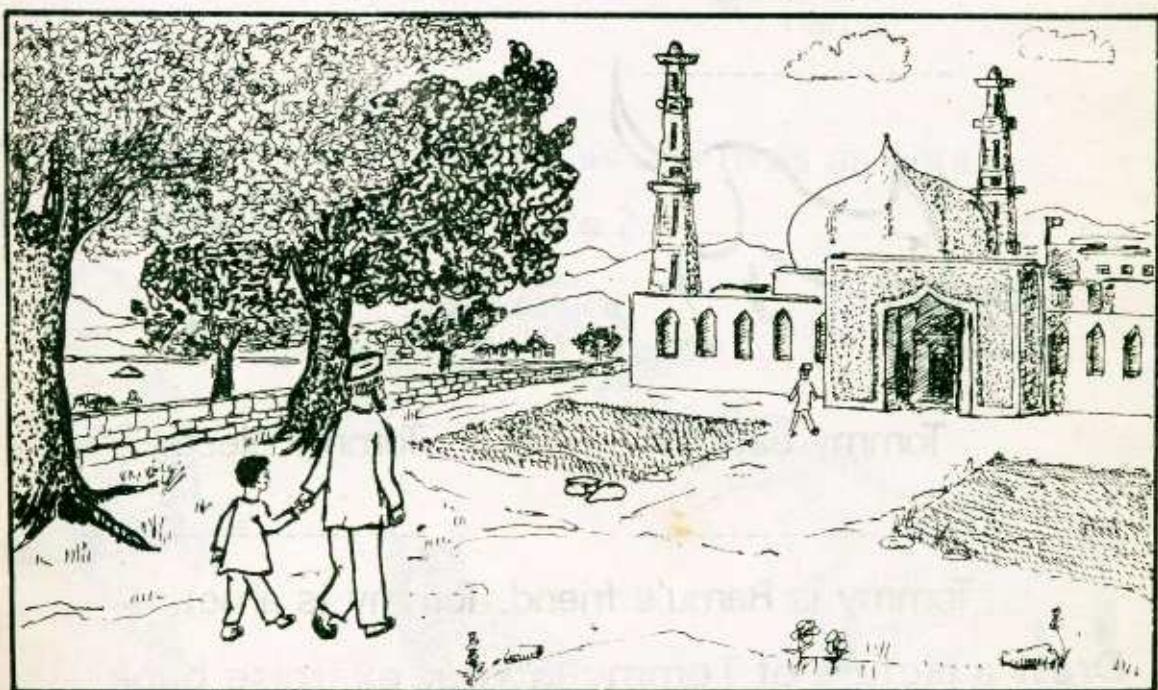
His name is Rahim.

This is Mr Ali.



Mr Ali is Rahim's father.

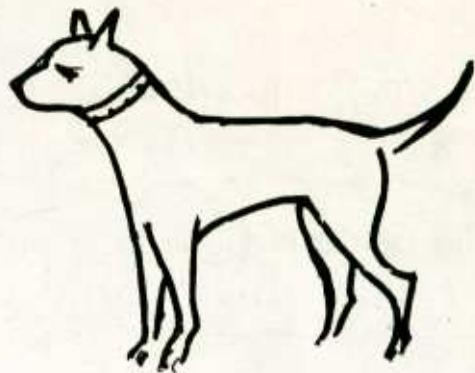
Mr Ali and Rahim go to the mosque to pray.



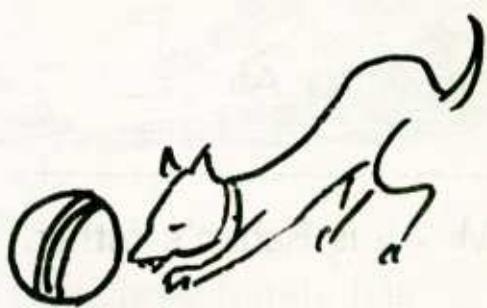
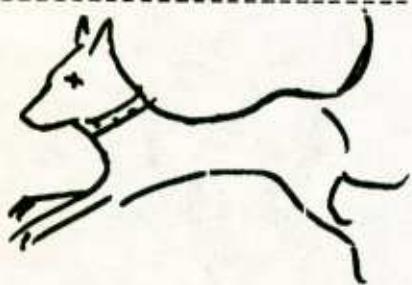
**Find a picture of a mosque, cut it and paste it in your exercise book.**

# Tommy

This is Ramu's dog.

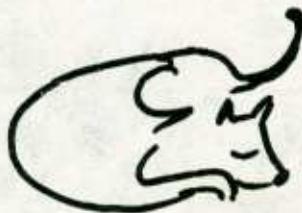
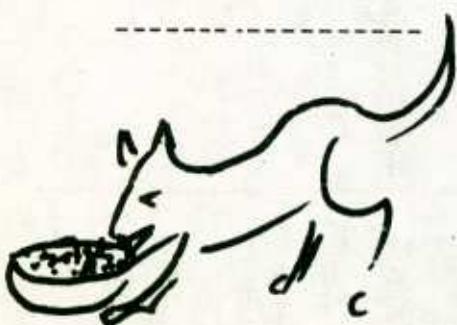


Its name is Tommy.



Tommy runs.

Tommy plays.



Tommy eats.

Tommy sleeps.

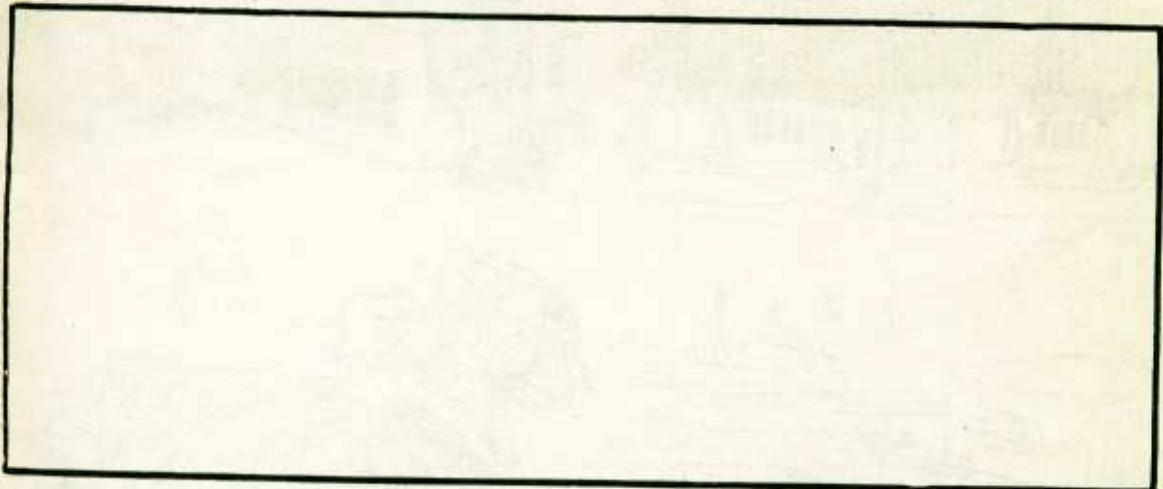
Tommy is Ramu's friend. Tommy is a pet.

Draw a picture of Tommy in your exercise book.  
Write some sentences about what he does.

## More pets

Do you have a pet ?

**Draw a picture of your pet here.**

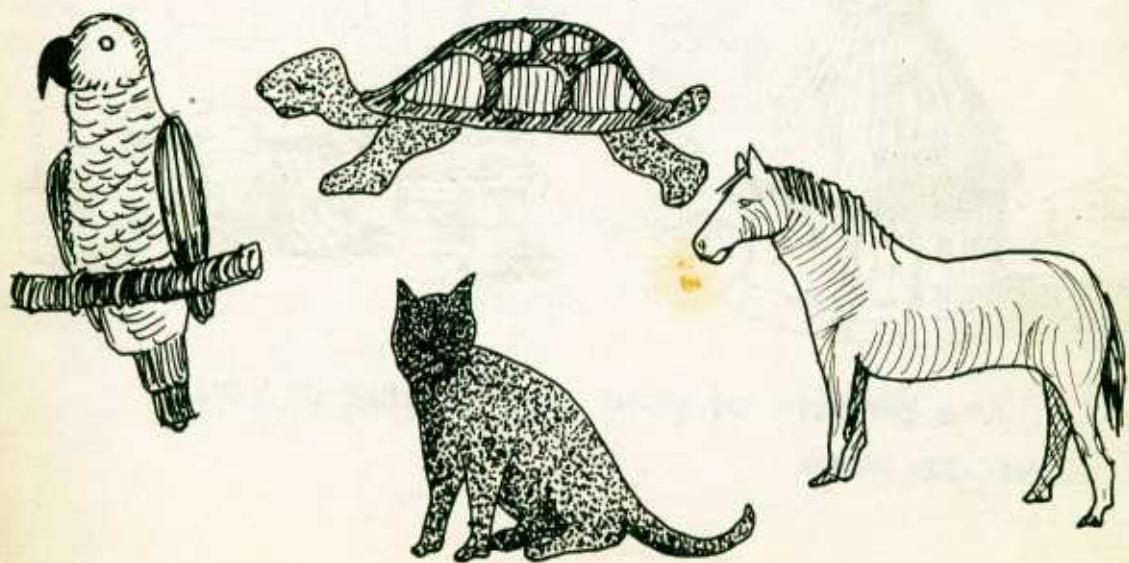


My pet is called \_\_\_\_\_

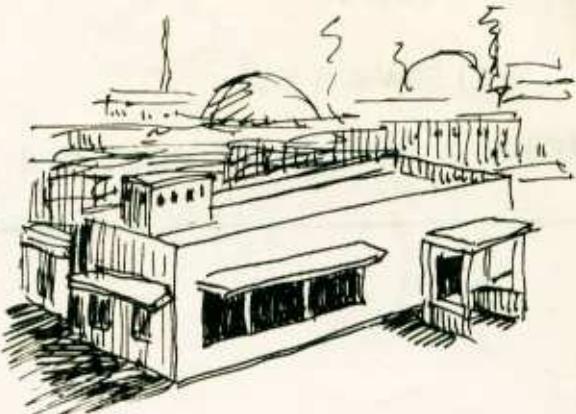
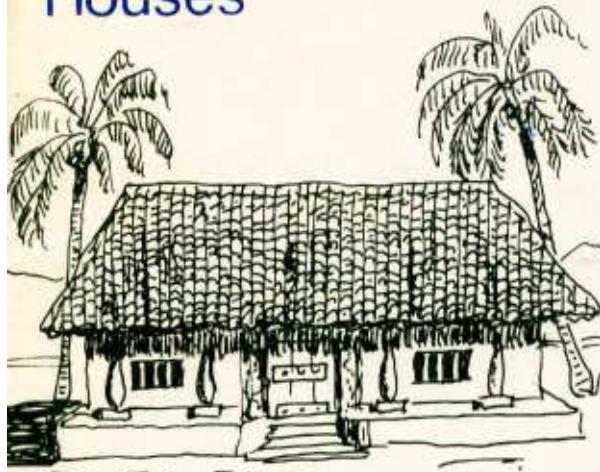
← Write your pet's name.

Some people keep these animals and birds as pets.

**Do you know what they are ?**

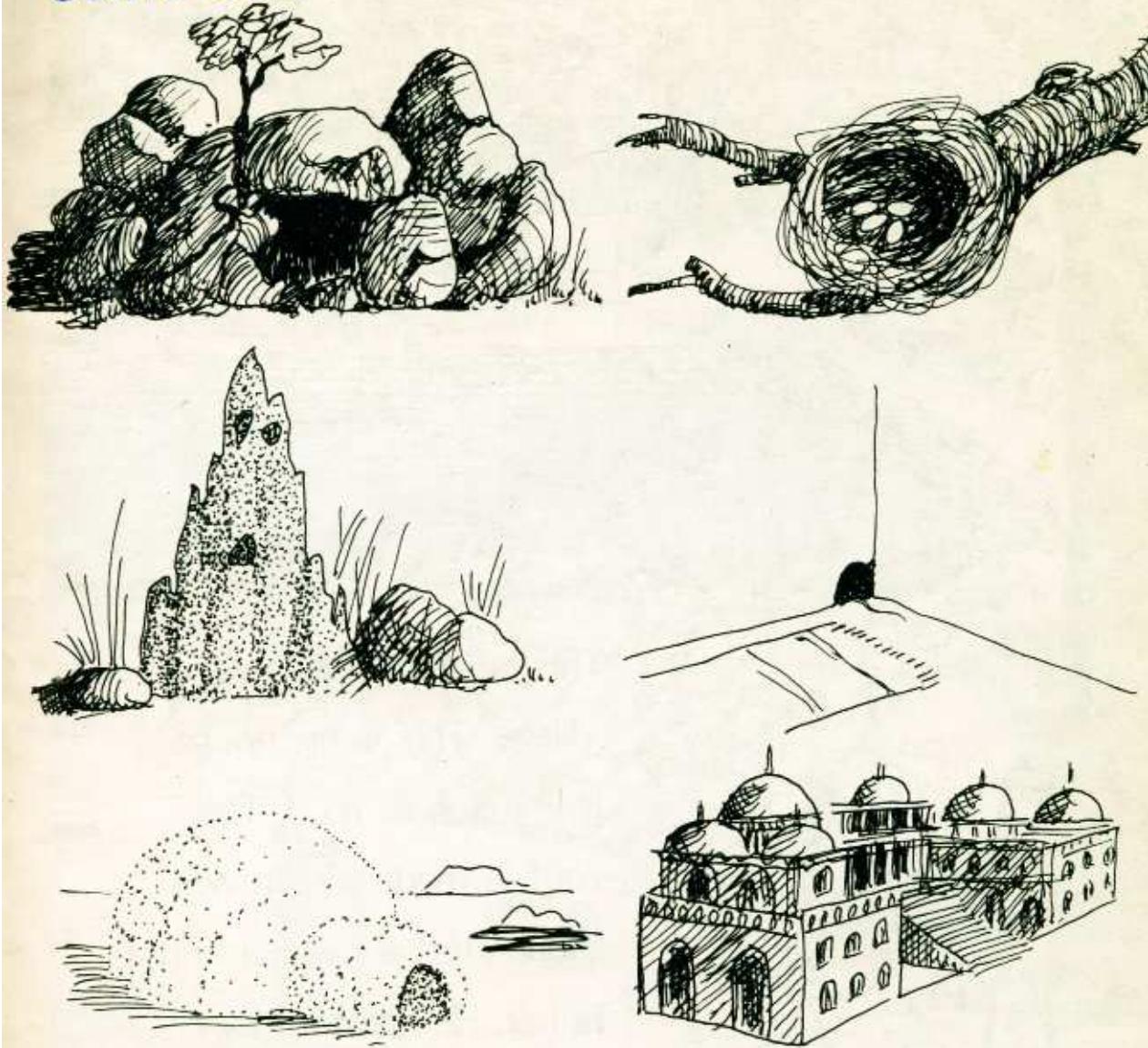


## Houses



**Draw a picture of your own house in your exercise book.**

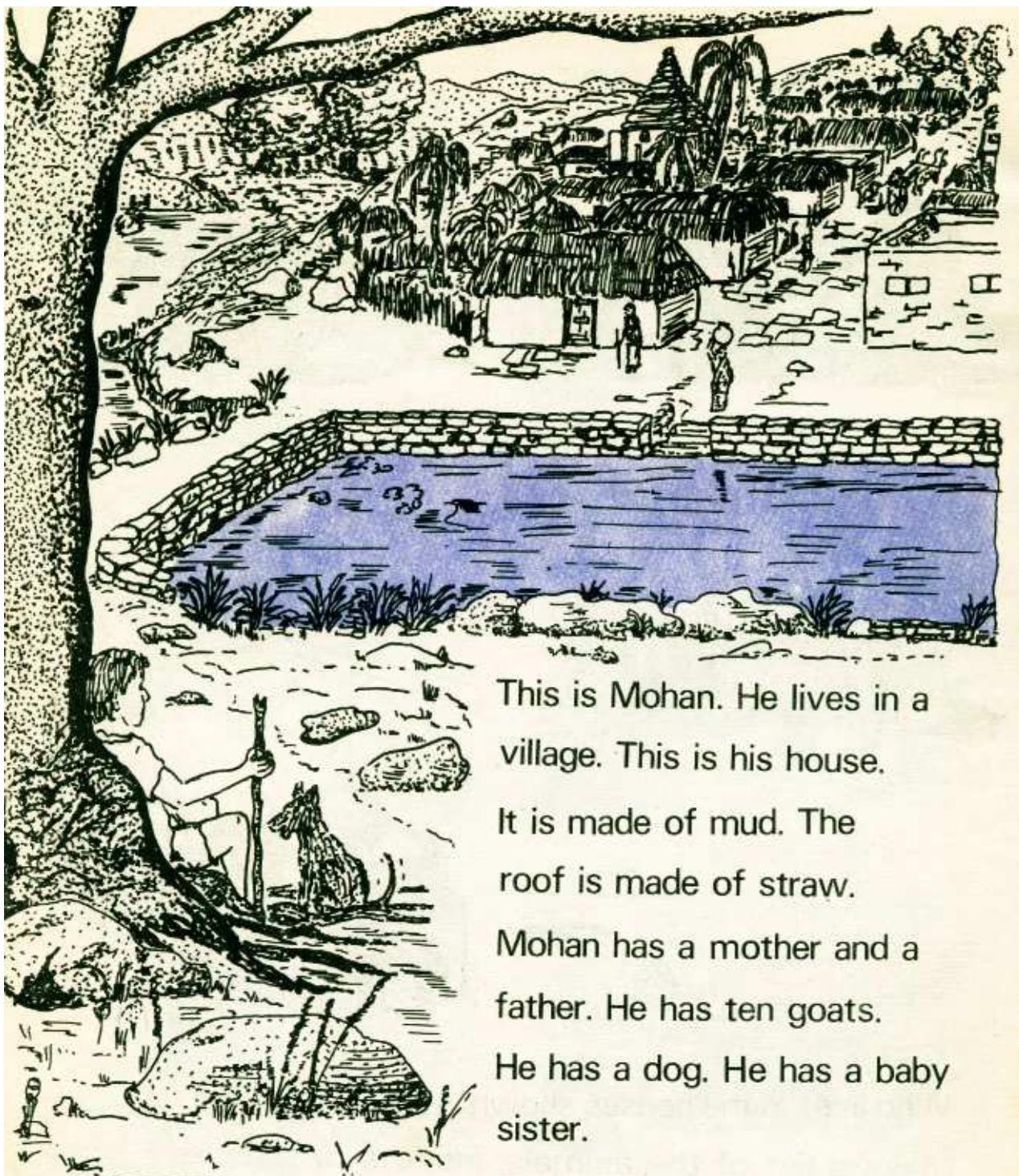
## Some other houses



Who lives in the houses shown in the pictures above ?

**Make a list of the animals, insects or people  
who live in these houses.**

**Draw pictures of the houses in your book.**



This is Mohan. He lives in a village. This is his house.

It is made of mud. The roof is made of straw.

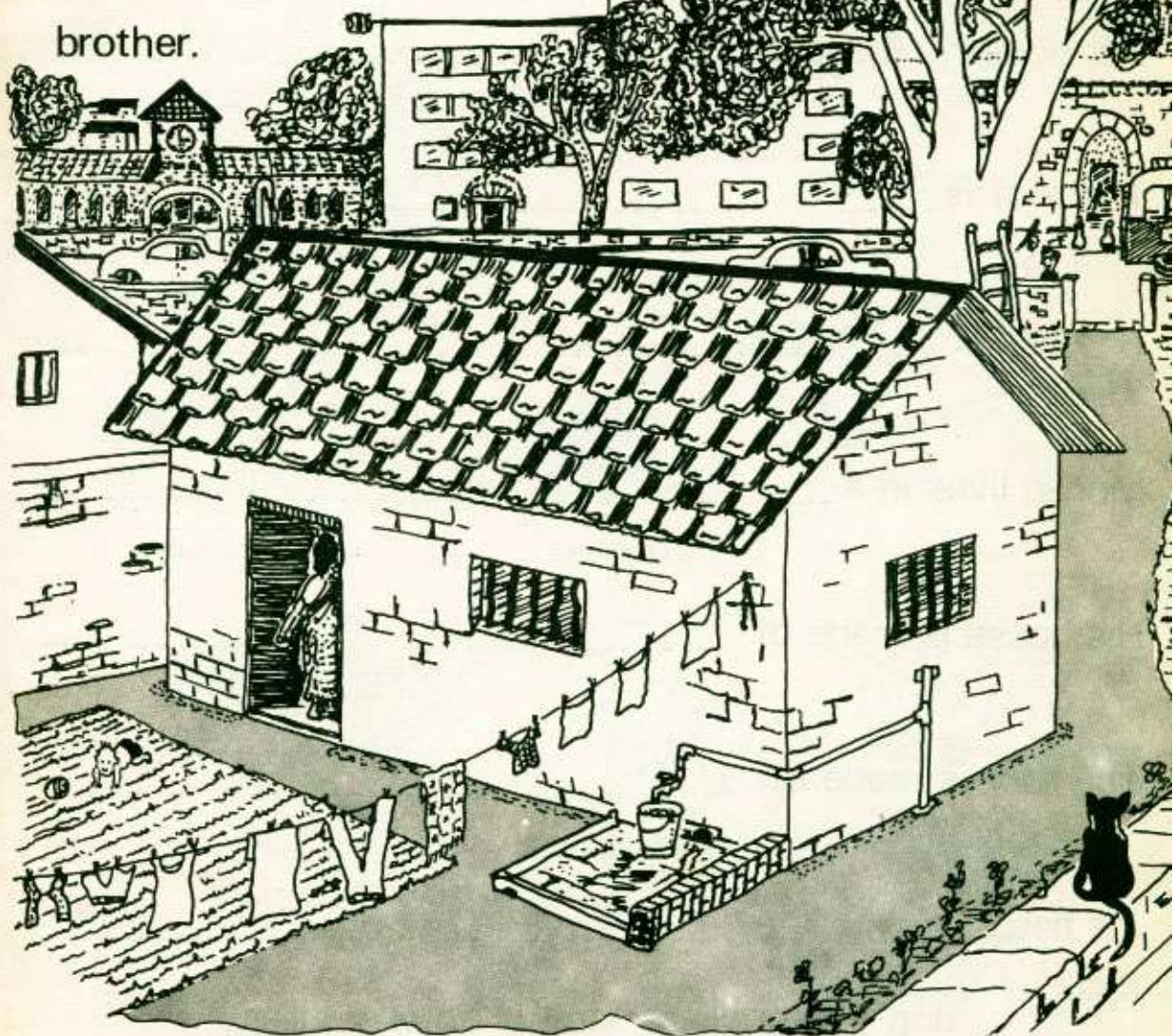
Mohan has a mother and a father. He has ten goats.

He has a dog. He has a baby sister.

**Copy this page into your exercise book.**

This page and the next one show how city and village houses differ and why they do so. Although houses are different they still contain a family.

This is Usha. She lives in a town. This is her house. It is made of bricks. The roof is made of tiles. Usha has a mother and father. She has a cat. She has a baby brother.



**Write three sentences about your own house.**

Ask the children if they can spot Usha and her baby brother.

**Read pages 20 and 21.**

**Fill in the blanks.**

Usha lives in a \_\_\_\_\_

Her house is made of \_\_\_\_\_

The roof is \_\_\_\_\_

She has a \_\_\_\_\_

Mohan lives in a \_\_\_\_\_

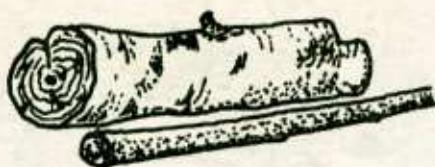
His house is made of \_\_\_\_\_

The roof is made of \_\_\_\_\_

He has a \_\_\_\_\_

**Help :**    dog    cat    tiles    straw    town    village  
                  bricks    mud

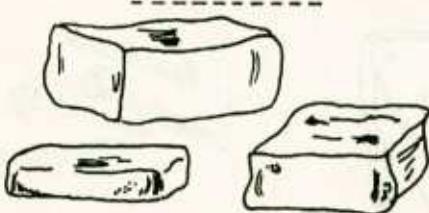
Here are some of the things used to build houses.



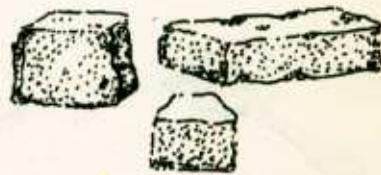
logs



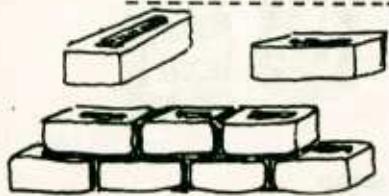
planks



mud blocks



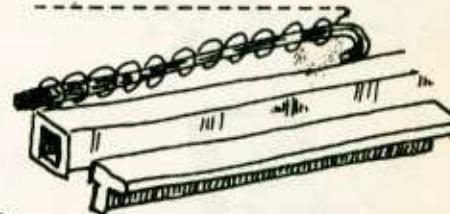
stone blocks



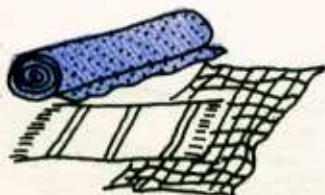
bricks



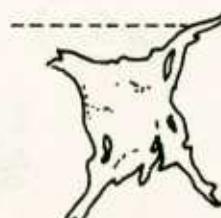
cement



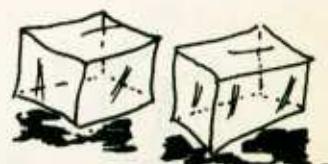
steel



cloth



animal skin



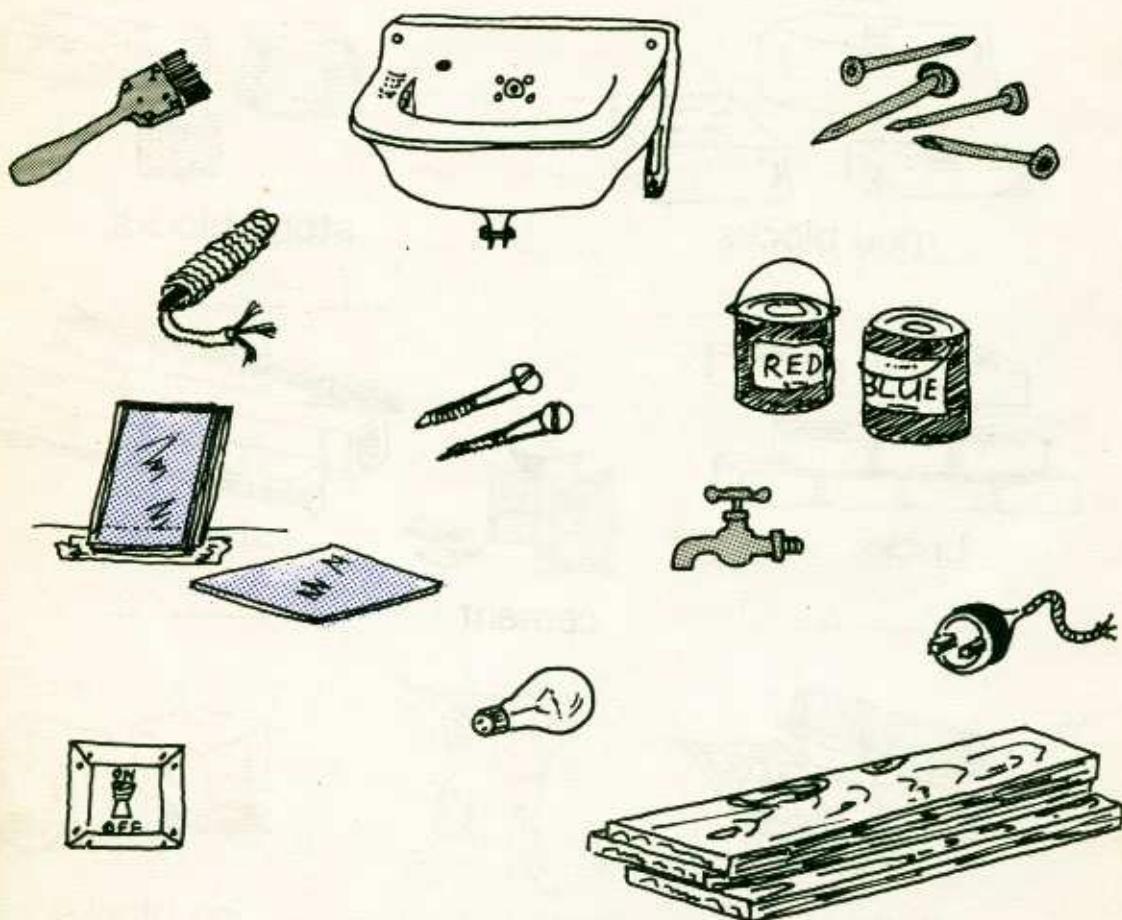
ice blocks

Discuss the different building materials we use and how circumstances and conditions determine our choice.

This is Mr Shah.

He is building his own house.

Mr Shah made a shopping list,  
but he lost it. Can you write  
a list for him ?



**Help:**nails, a tap, glass, a switch, wire, wood,  
a sink, a brush, paint.

**What is he going to use these things for ?**

# The carpenter



This is Ramji. He is a carpenter. He makes things out of wood.

Here are his tools:

a hammer



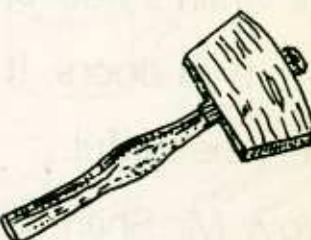
a chisel



a saw



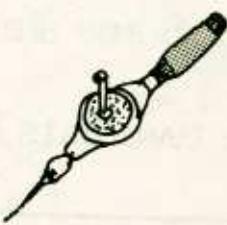
a mallet



a plane



a drill



What does he make ?

**Write five sentences like this.**

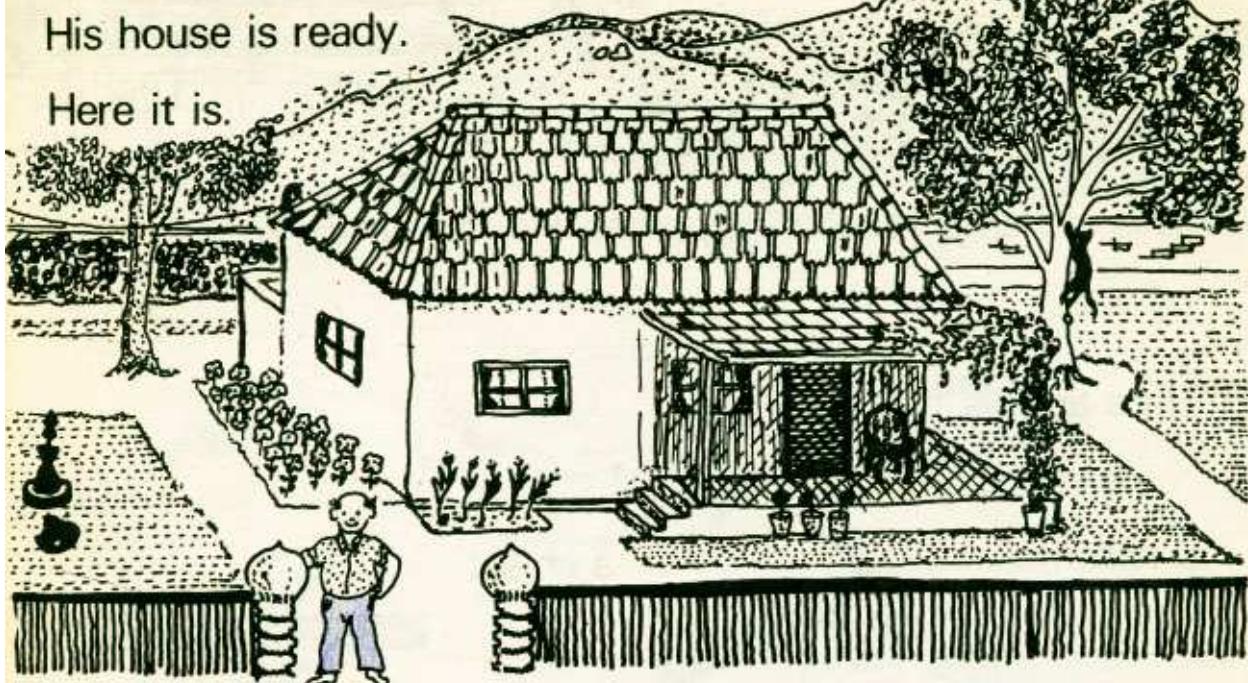
1. Ramji makes doors.
2. Ramji

Explain how different people are needed to build a house. Also talk about masons, architects, labourers, bricklayers, plumbers, etc.

Mr Shah is very happy.

His house is ready.

Here it is.



Mr Shah's house has a roof. It has six windows. It has two doors. It has a verandah. Mr Shah's house is very beautiful.

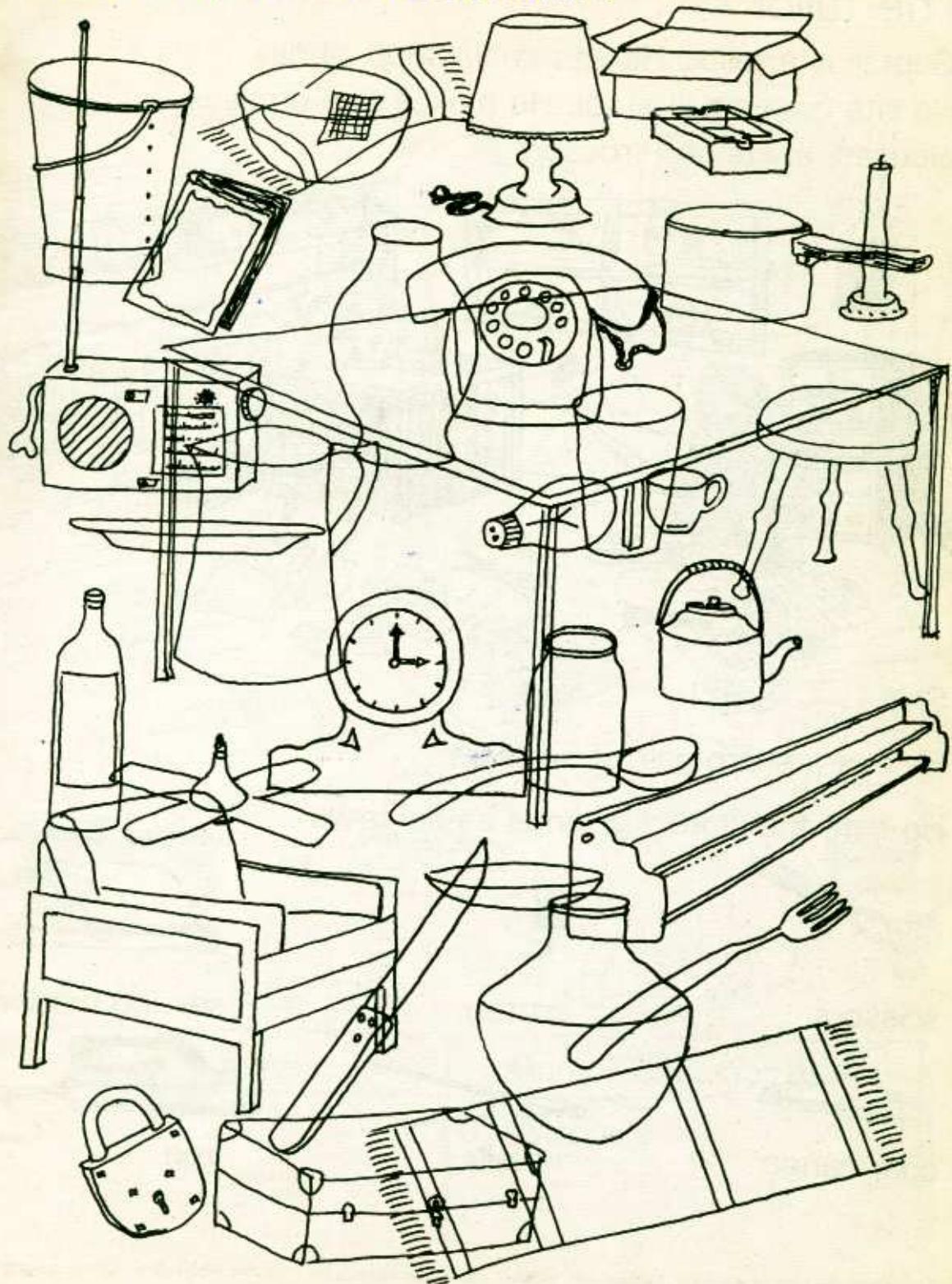
Now Mr Shah has to buy some things to put in his house. Some are big and some are small.

**Make two lists like this. Look at page 27 for help.**

<b>big things</b>	<b>small things</b>
a table	a clock
a chair	a kettle
-----	-----
-----	-----

Talk about the differences in taste and requirements while furnishing and decorating a house.

What can you see in the picture ?



## The tailor

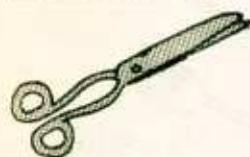
Guptaji is a tailor. He sits in his shop all day.  
He sits on a small stool. He makes fine dresses,  
blouses, shirts and trousers.



Snip !      Snip !      Snip !

He has a sharp pair of scissors.

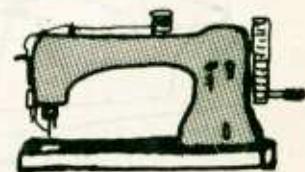
He cuts the cloth. He sings as he sews.



scissors



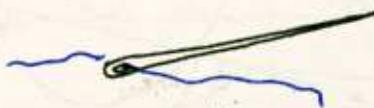
cotton



sewing machine



coat hanger



needle



iron

Talk about the clothes we wear. Explain why summer and winter clothes are different. Also talk about the making of clothes and how to keep them clean.

Here are some of the things that Guptaji makes.

There are some things on the page which Guptaji **does not** make.

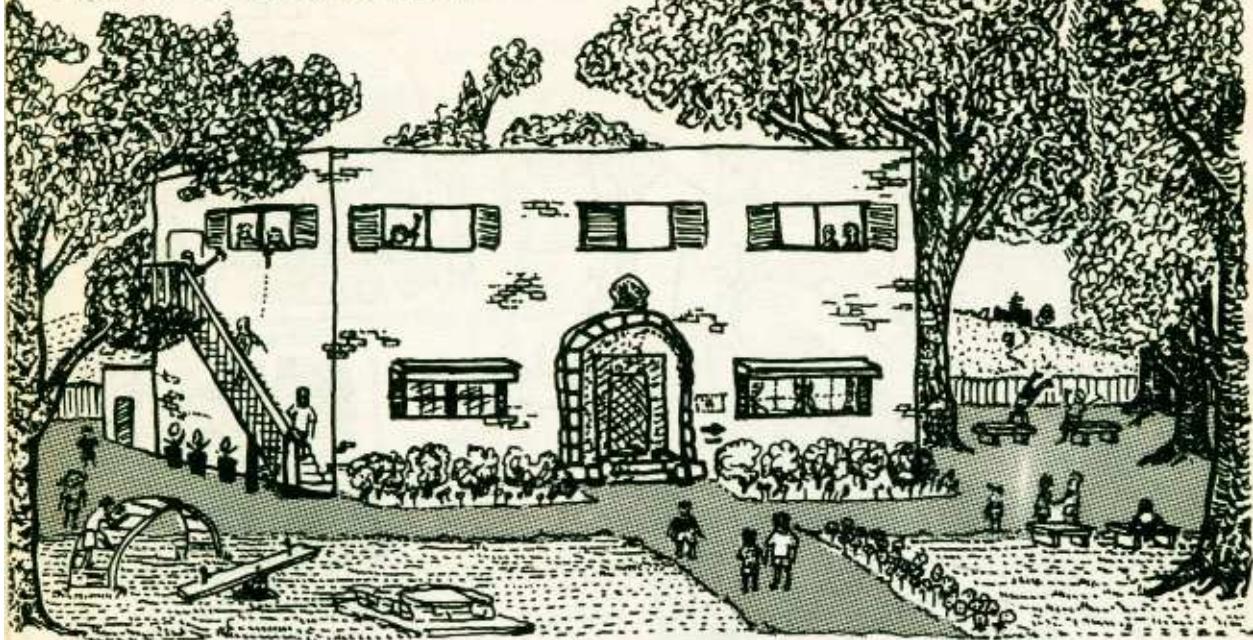


Make two lists. Like this:

Guptaji makes	Guptaji does not make
coats	chappals

## The school

This is Ramu's school.



Ramu's school is small. The school is near his house.

The school has five classrooms. There are some beautiful trees and flowers in the school garden.

There are 86 boys in the school.

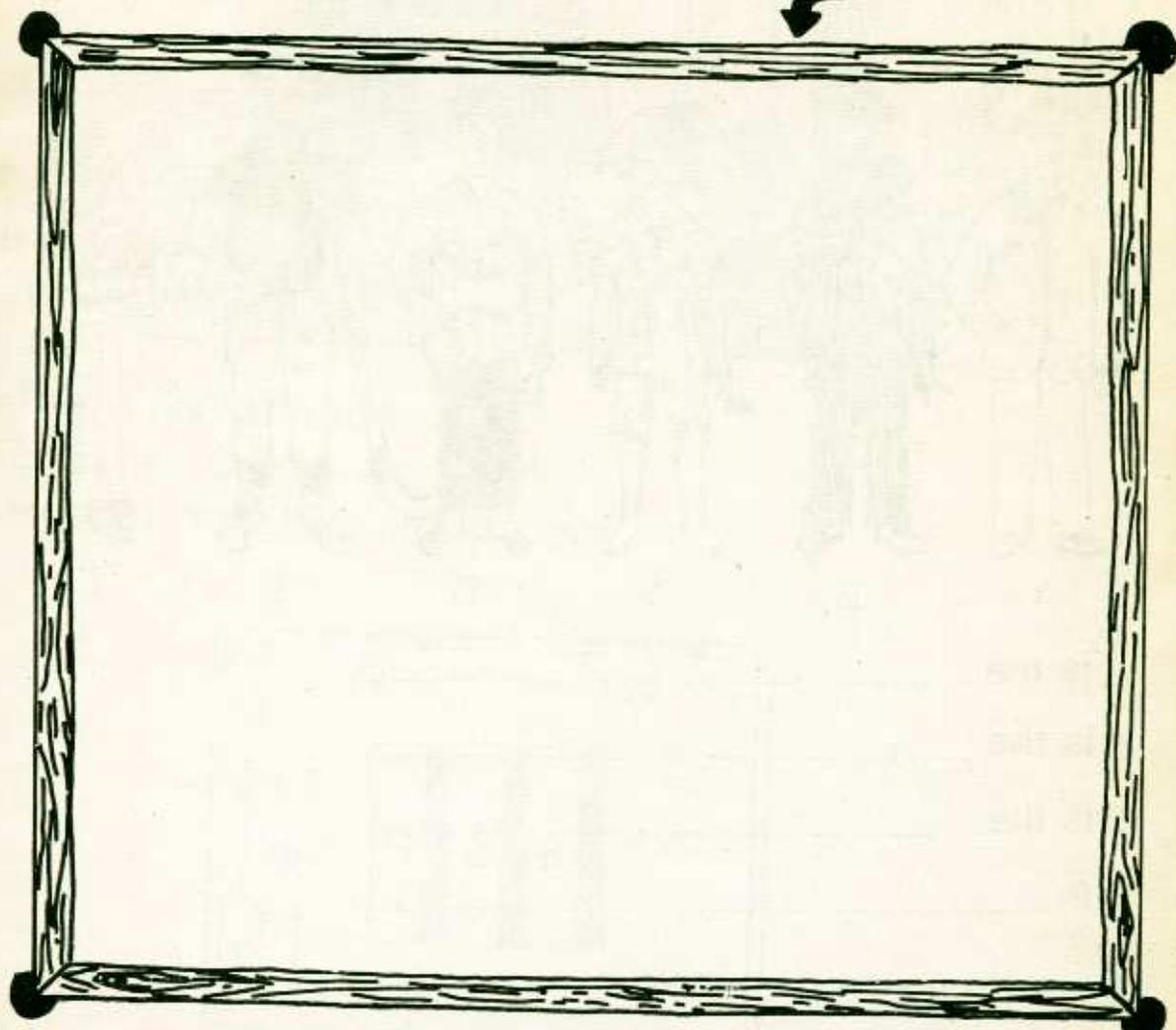
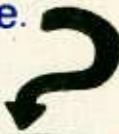
There are 22 girls in the school.



Make the children aware of their own school and other schools in the vicinity. Explain what there is in a school, i.e., classrooms, library, playground, teachers and pupils, etc.

# My school

Draw a picture of your school here.



Now write five sentences about your school.  
Here are some words to help you:

big      small      number      near      gate  
flowers      garden      bricks      playground      children

## People who work in the school

There are six people in the picture below.

All of them work in Ramu's school.

Can you say what work they do ?



A is the \_\_\_\_\_

B is the \_\_\_\_\_

C is the \_\_\_\_\_

D is \_\_\_\_\_

E \_\_\_\_\_

F \_\_\_\_\_

### Help:

Mathematics teacher, Games teacher, peon,  
Headmaster, Geography teacher, gardener

Use this and the next page for guess work and observation. Ask the children to spot different members of the staff. Discuss the different facilities and equipment available in the school.

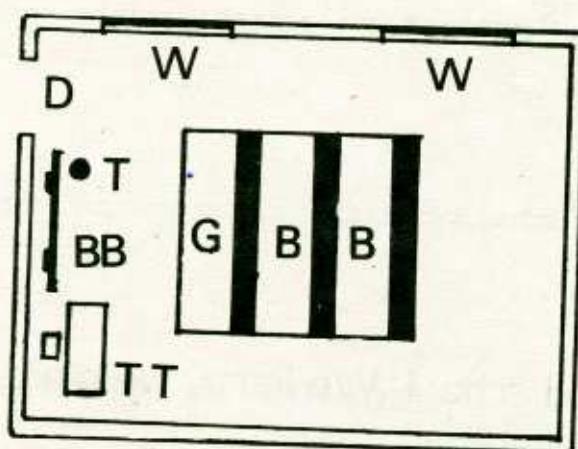
## The class



This is Ramu's class.

There are 6 boys and 3 girls.

We can draw his class like this:



Now answer these:

TT = \_\_\_\_\_

D = \_\_\_\_\_

BB = \_\_\_\_\_

B = \_\_\_\_\_

T = \_\_\_\_\_

G = \_\_\_\_\_

W = \_\_\_\_\_

## My class

My name is -----

There are ----- boys in my class.

There are ----- girls in my class.

My teacher's name is -----

My friend's name is -----

Our school is a good school. We learn, we read

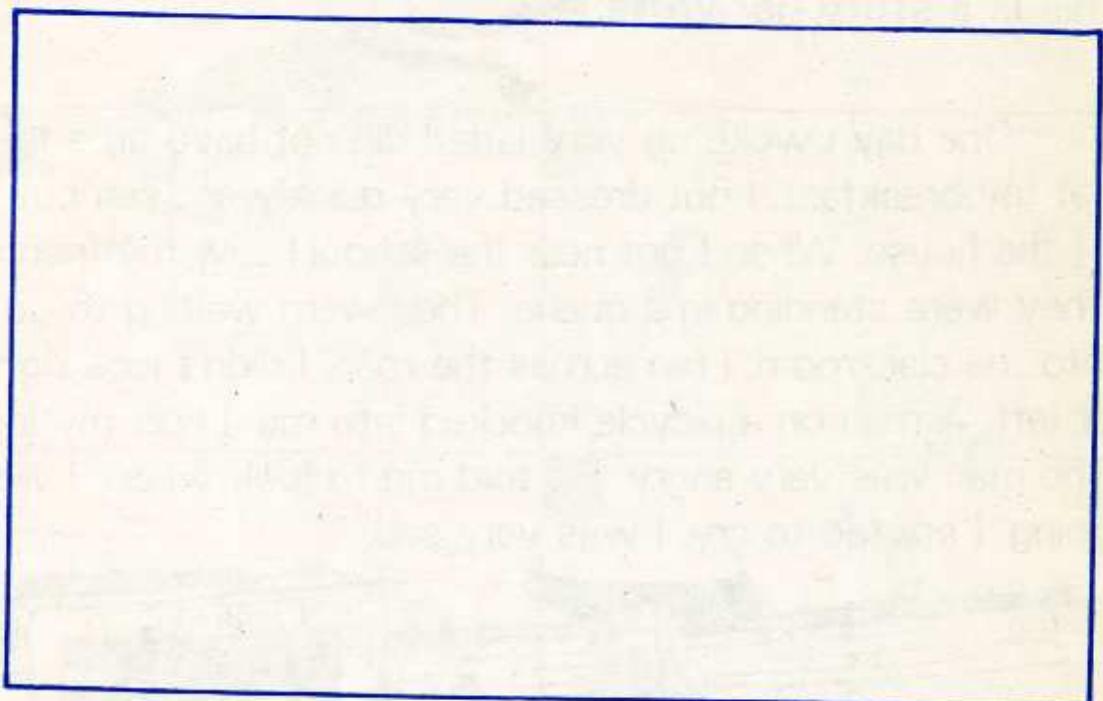
-----  
Our school -----  
-----

The children can be asked to write some more sentences about their own class or the school.

## Your classroom

Look at page 33 again.

Now draw a map of your classroom.



**Put these things in your map:**

blackboard (BB) : teacher (T) : boys (B) :

girls (G) : windows (W) : doors (D) :

desks (DK).

**Put an X on your own desk.**

Demonstrate how the plan of the classroom can be drawn. Do not expect the children to do a perfect drawing like that on p. 33.

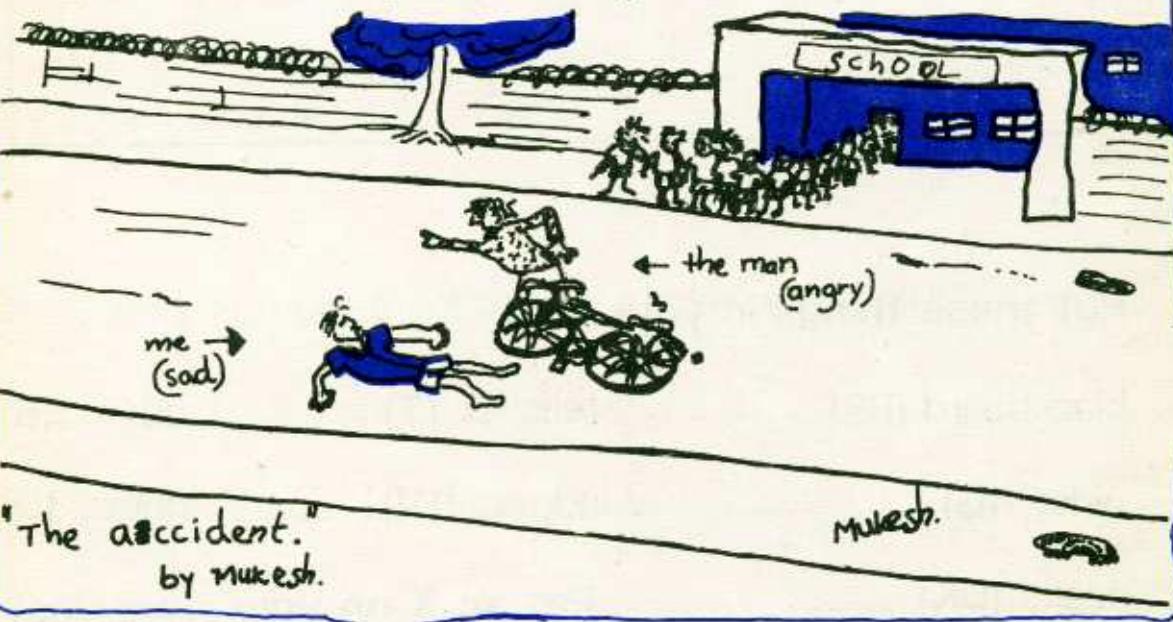
# Mukesh

This is Mukesh.



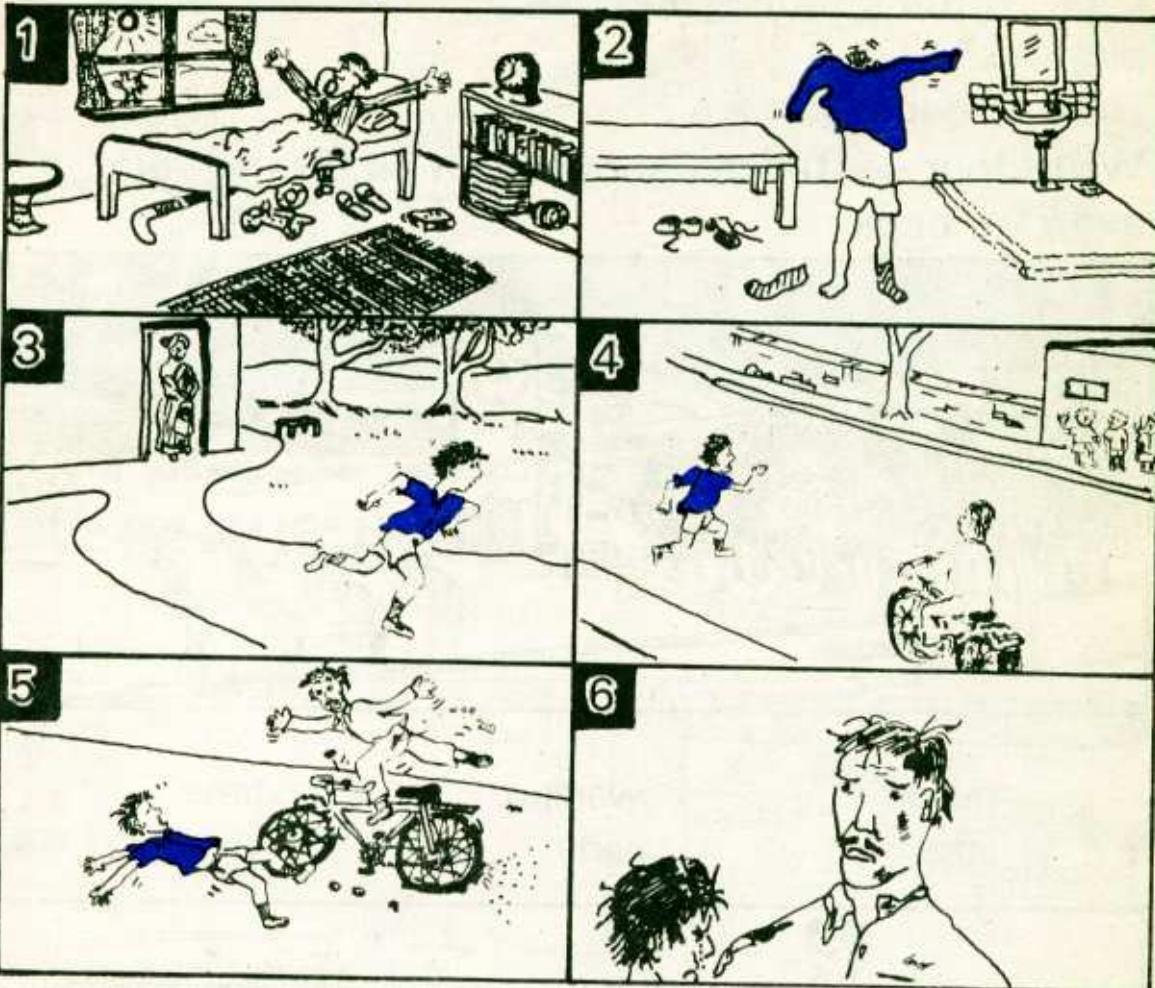
This is a story he wrote.

One day I woke up very late. I did not have time to eat my breakfast. I got dressed very quickly and ran out of the house. When I got near the school I saw my friends. They were standing in a queue. They were waiting to go into the classroom. I ran across the road. I didn't look right or left. A man on a bicycle knocked into me. I hurt my leg. The man was very angry. He told me to look where I was going. I started to cry. I was very sad.



Encourage the children to write about a personal experience of their own. The story on p. 37 can be enacted by the class.

Choose the correct sentence and write it in the correct order in your exercise book.



- A The bicycle knocks Mukesh down.
- B Mukesh wakes up late.
- C Mukesh runs across the road.
- D Mukesh runs to school.
- E The man is angry.
- F Mukesh gets dressed quickly.

Here are some pictures.

Look at the pictures and at the words below each picture.

Look at page 39 also.

Write four sentences about each picture in your exercise book.



queue  
late

waiting  
early

time  
standing



teacher  
birthday

flowers  
happy

kind  
present



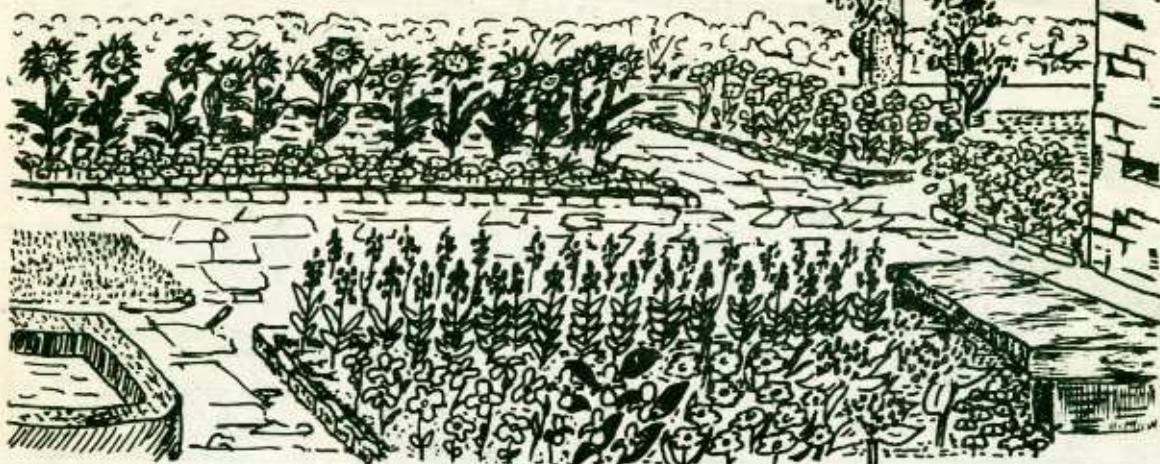
cars              lorries              road              fast  
dangerous      children      pavement



children              sweets              throwing              sick  
buying              flies              bananas              dirty

## The garden

Here is Ramu's school garden.



In a garden you can see many beautiful things.

Here are some of them:



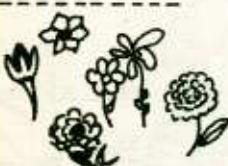
leaves



stones



berries



flowers



sticks



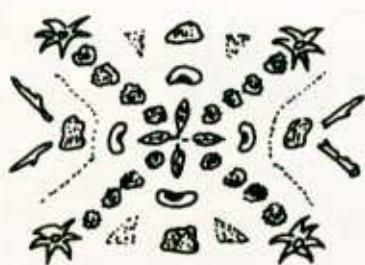
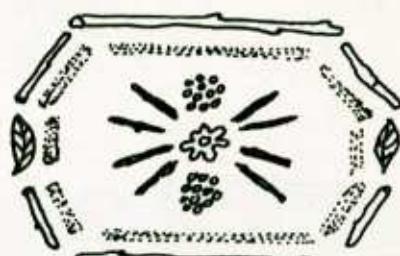
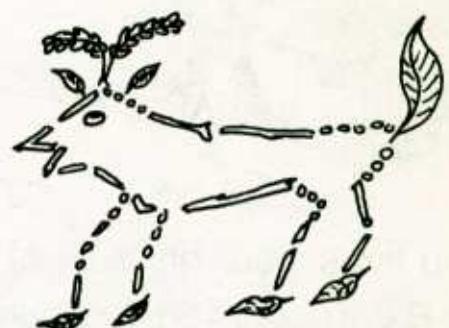
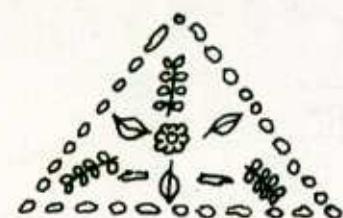
seeds

**Collect some of these things and bring them to class.**

## Making patterns

Ask your teacher to tell you about the names of the flowers and trees in the garden.

**Make some patterns with the things from your garden.**

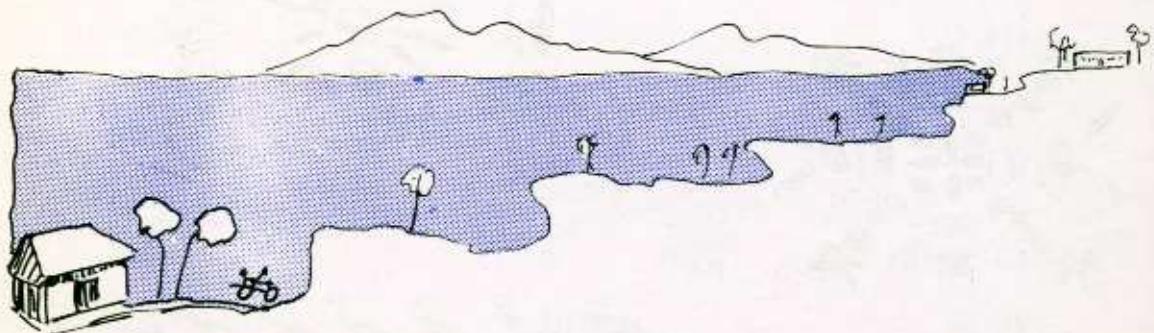


**Make a big pattern in the playground. Ask your friends to help you.**

## Far and near



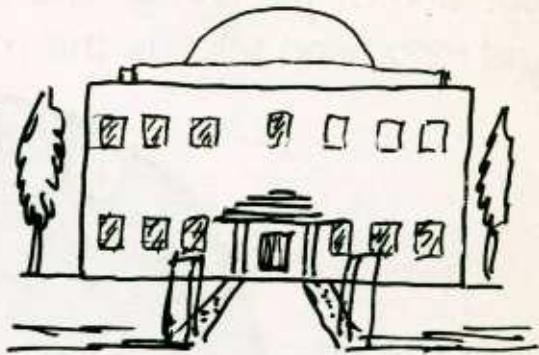
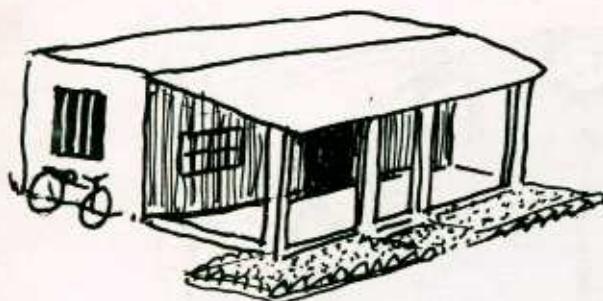
Ramu lives near his school. Ramu walks to school every day. Ramu counted the number of steps he takes to school. His school is 180 steps away from his house.



Ali lives far away from his school. He does not walk to school. Ali's father takes him to school on a bicycle. It takes Ali 10 minutes to get to school.

Use this page and the next one to teach the children about distances. They can be asked to write paragraphs like the ones on this page.

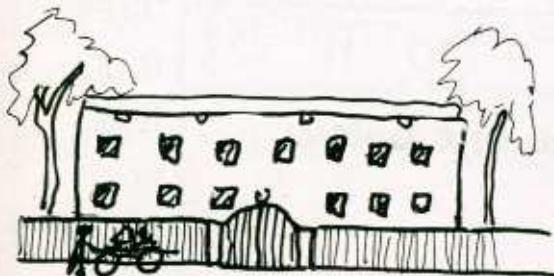
**Find out if these places are near your school or far away.**



the police station



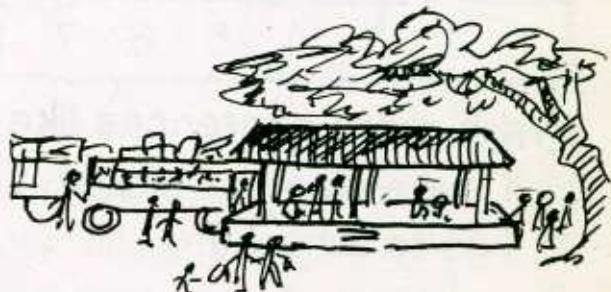
the railway station



the High School

the hospital

the market



the bus station

**Write two sentences about each place in your book.**

Only six places are mentioned, you can ask them to name other places and explain to the class where these places are.

## People and places 1

Mansingh is a postman.  
He delivers letters.  
Where does he work ?



Mansingh works in a \_\_\_\_\_

Mrs Soni is a doctor.  
She helps people get better.  
Where does she work ?



Mr Pandey is a policeman.  
He catches robbers.  
Where does he work ?



**Help :**

hospital

post office

police station

More about places and people in the neighbourhood.

## People and places 2

**Write three sentences about each of the following pairs.**

The first has been done for you.

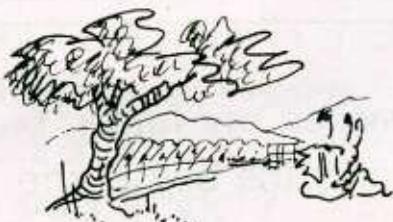
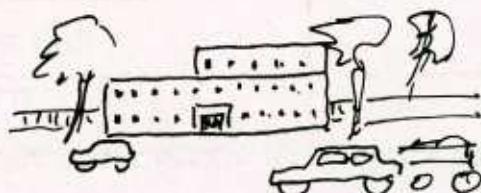


Mr Sinha is a judge.

Mr Sinha works in the court.

There is a court near my house.

**Words to help you.**



1 fireman  
fire station  
bell  
fire-engine

2 nurse  
hospital  
ward  
sick  
better

3 gardener  
garden  
flowers  
grows  
plants

Talk to the children about other people in the community who help us.

## Our friends

We help our friends.

Our friends help us.

Sandra cannot climb the rock.

Raghu helps her.

Raghu cannot do his homework.

Sandra helps him.



**Write a list of people who helped you last week.**

**Then write a list of people you helped.**

These people helped me	I helped these people
-----	-----
-----	-----
-----	-----
-----	-----

### **These will help you:**

(friends in class; my teacher; my father; brothers, sisters, a man on the road; the boy in the house next door)

Friends are also part of the child's community.

## The shop

One day Mohan and Rahim and Govind went to the shop near their home.



They bought rice and dal and flour and sugar and tea.

**On your way home today look at a shop. Tomorrow write the answers to these questions.**

1. Is it big or small ?
2. What does it sell ?
3. How many people work in the shop ?
4. What is the building made of ?
5. How many sacks are there in the shop ?
6. What is the shopkeeper's name ?
7. Has he any children ?
8. Do they go to your school ?

This and the next two pages deal with shops. Talk about shops in villages and towns and about shops for special goods, i.e., cloth shops, shoe shops, etc.

## The market



One day Mohan and Rahim and Govind went to a small town called Rajgarh. It was market day in Rajgarh. The shops were full of beautiful cloth and food and many other things.

**Here are some of the things they saw.**

blankets

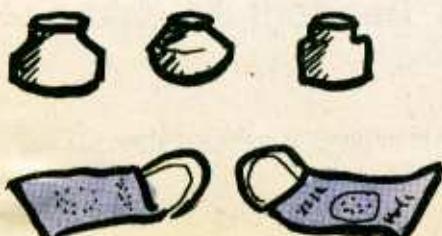
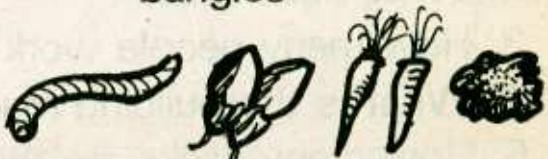
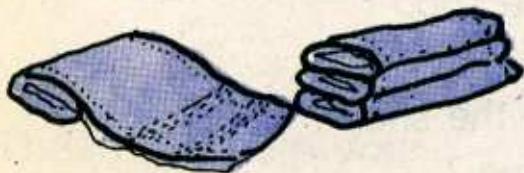
vegetables

pots

bags

cloth

bangles



## At the market

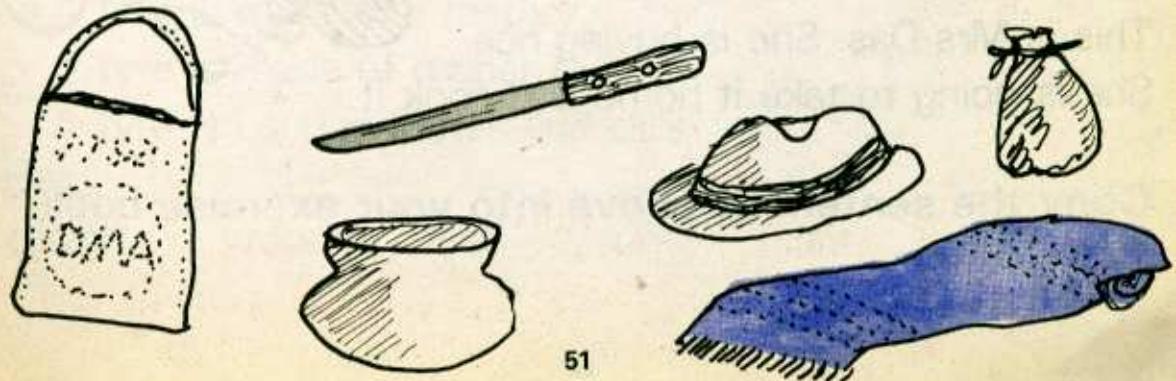
**Read page 50 again.**

**Make a list of things to buy in the market, like this:**

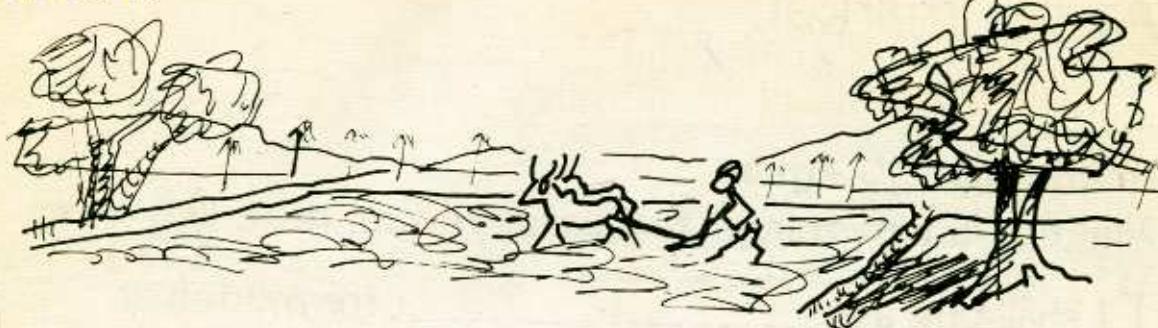
1. I shall buy a \_\_\_\_\_ for my father.
2. I shall buy a \_\_\_\_\_ for my mother.
3. I shall buy a \_\_\_\_\_ for my sister.
4. I shall buy a \_\_\_\_\_ for my brother.
5. I shall buy a \_\_\_\_\_ for my friend.

**Help:**

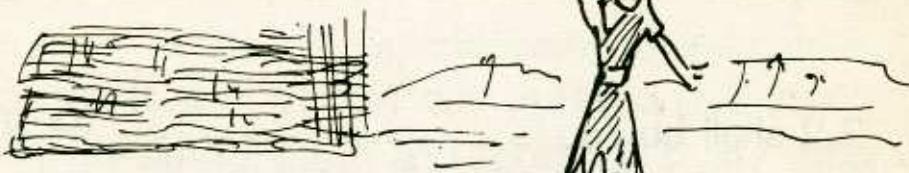
a blanket; a knife; a doll; a new sari; a new blouse; a shirt  
a bag; a bag of sweets; a hat; a shawl; a cooking pot



## Work



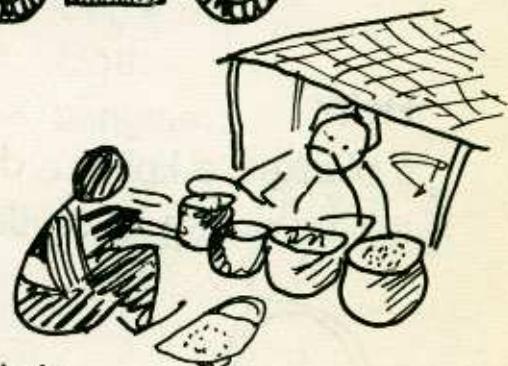
This is Murali. He is working.  
He is ploughing his paddy field.



This is Mohini. She is working too.  
She is collecting the paddy.



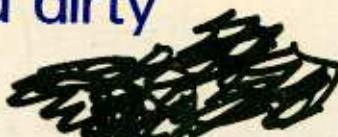
This is Ganesh. He is  
loading sacks of rice on to a lorry.



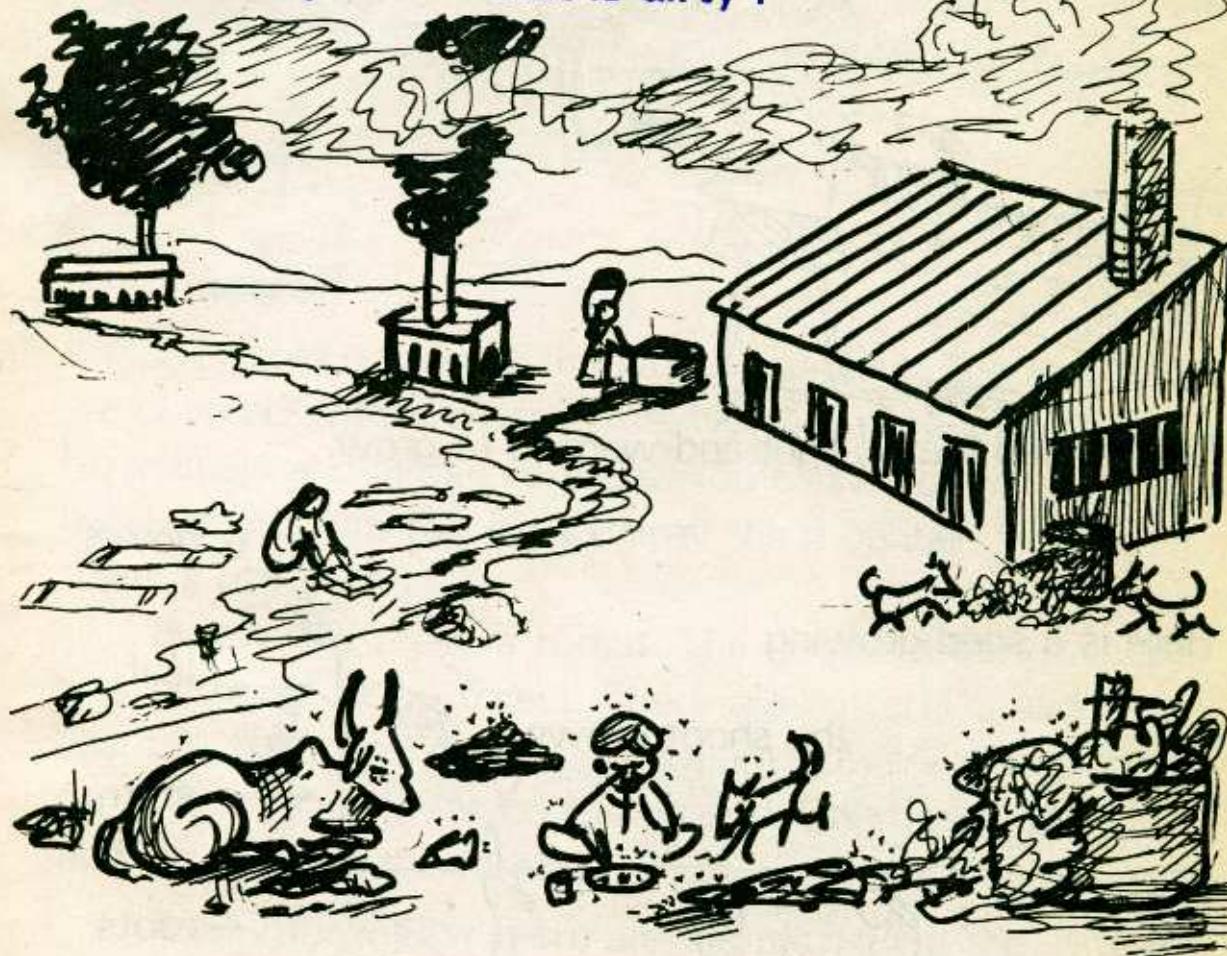
This is Mrs Das. She is buying rice.  
She is going to take it home and cook it.

**Copy the sentences above into your exercise book.**

## Clean and dirty



What can you see in this picture that is clean ?  
What can you see that is dirty ?



### Help:

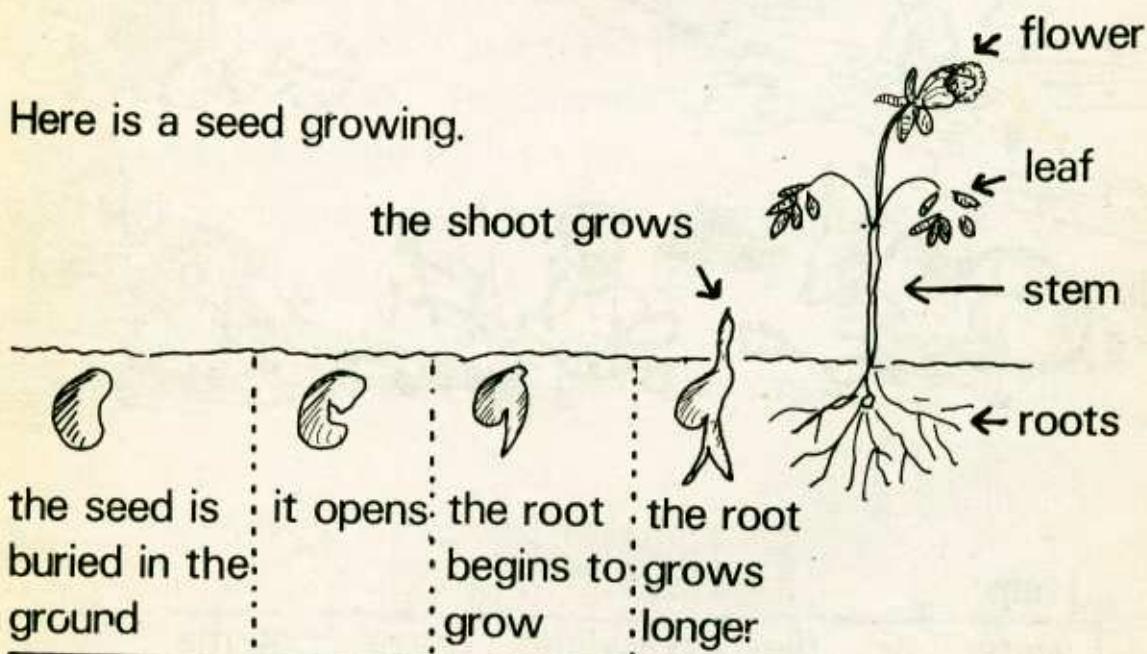
water air flies cowdung drains germs  
dogs mosquitoes smoke factory waste water

Ask the children to describe orally what can be seen on this page and also to write some sentences using the words at the bottom of the page.

# How plants grow



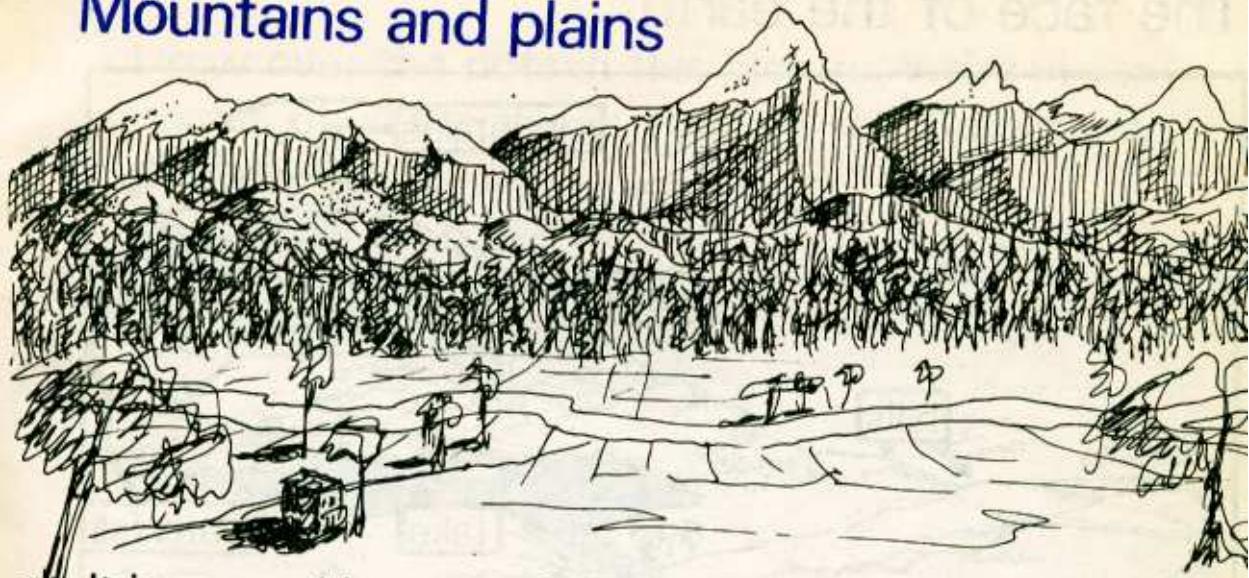
Plants need water, light and warmth to grow.



Copy this into your exercise book.

Plant a seed in a jar of earth. Watch it grow.

## Mountains and plains



It is very cold on top of the high mountains. The mountains are covered with snow and ice. Nothing grows on them. No animals and birds live there. You cannot climb them, because they are too high. Below the mountain peaks there is rock.

Below this there is forest. The trees are very tall. It is dark and cool in the forest. There are butterflies and beautiful birds and animals. There are flowers. There are moss and dead leaves on the ground. Only trees and flowers grow in the forest.

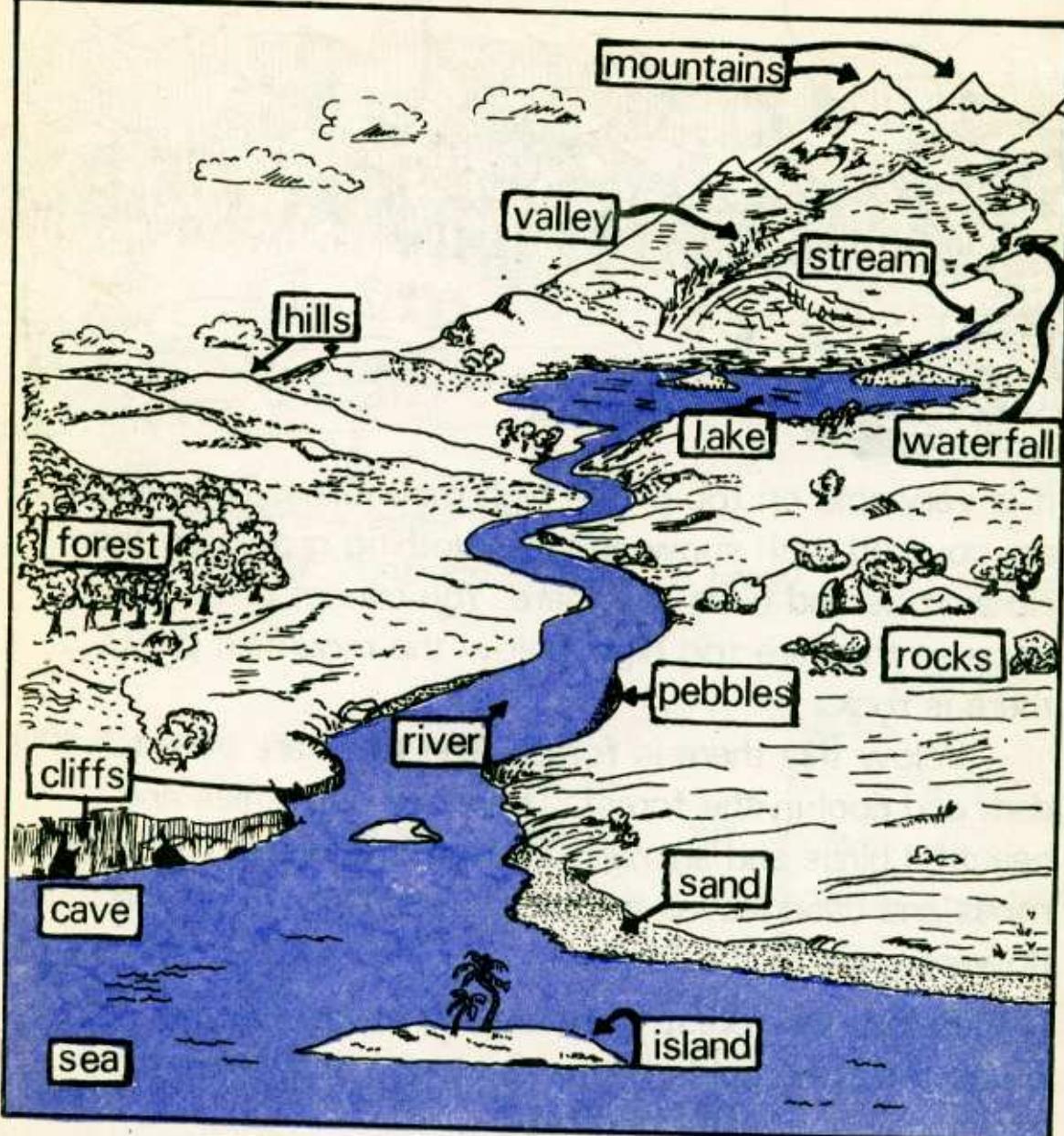
Below the forest there are the plains. On the plains there are fields. In the fields we grow wheat and paddy and maize and bajra.

Through the plains run the rivers. Fish live in them.

**Copy this page into your exercise book.**

Discuss the natural features of the earth. Ask the children to describe any trips they have taken outside the city. Ask questions like these, have they seen a river, have they seen a waterfall?

# The face of the earth

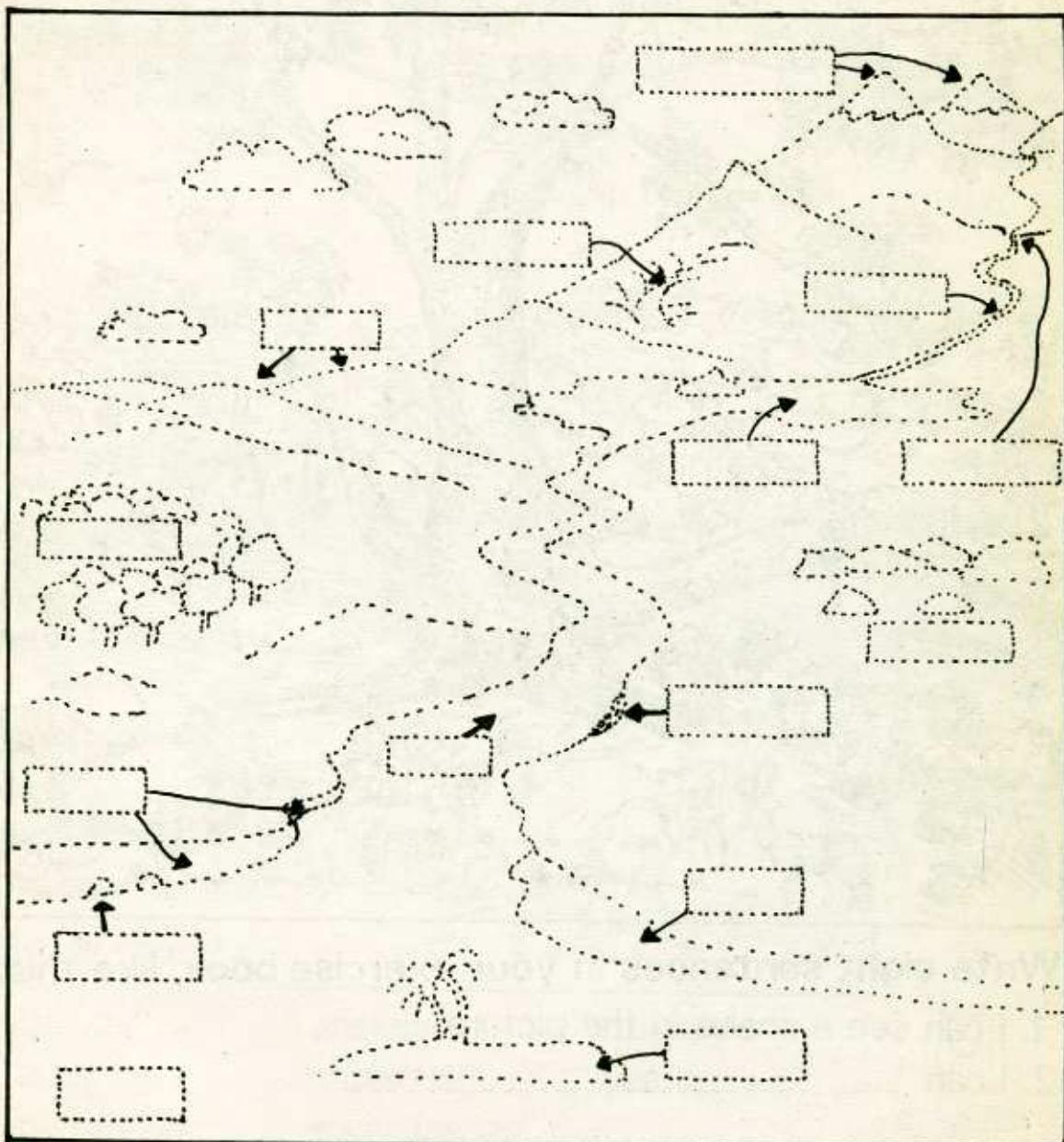


Draw pictures of these things in your exercise book.

- 1 a river
- 2 mountains
- 3 hills
- 4 a forest
- 5 a lake

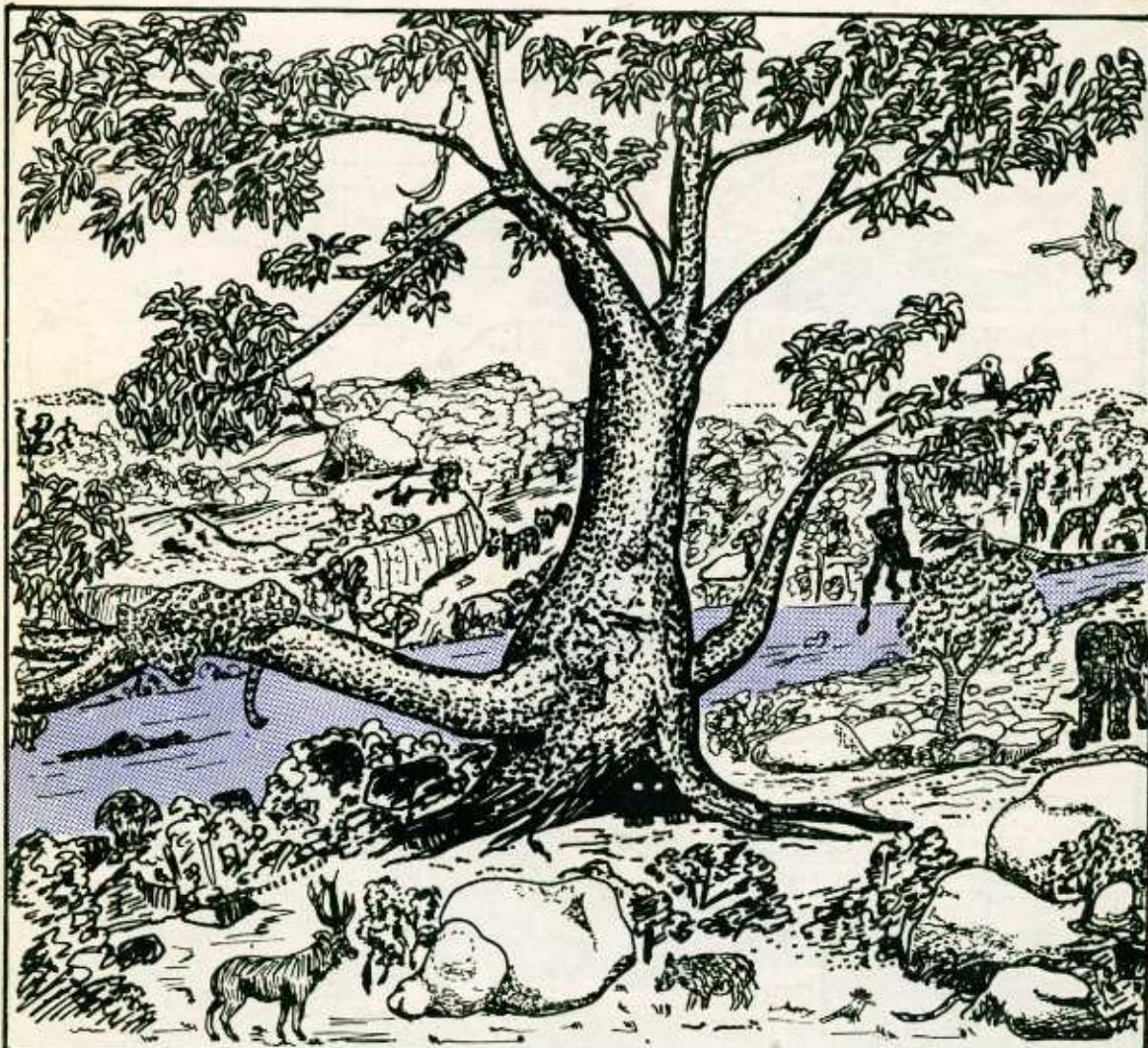
A few more natural features than were introduced on p. 57. This section concentrates on 'the surface of our earth.'

Draw over the dots in this picture. Write in the names of all the things you can see. Colour your picture.



## Find the birds and animals

What can you see in the picture ?



**Write eight sentences in your exercise book, like this:**

1. I can see a snake in the picture.
2. I can \_\_\_\_\_

## Insects and reptiles



a bee



an ant



a lizard



a beetle



a wasp



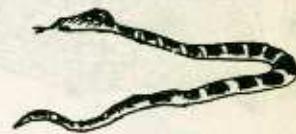
a butterfly



a cockroach



a frog



a snake



### How many ?

wasps

snakes

spiders

ants

butterflies

lizards

bees

cockroaches

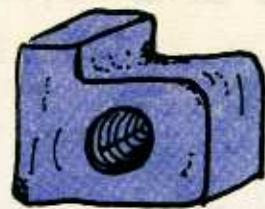
beetles



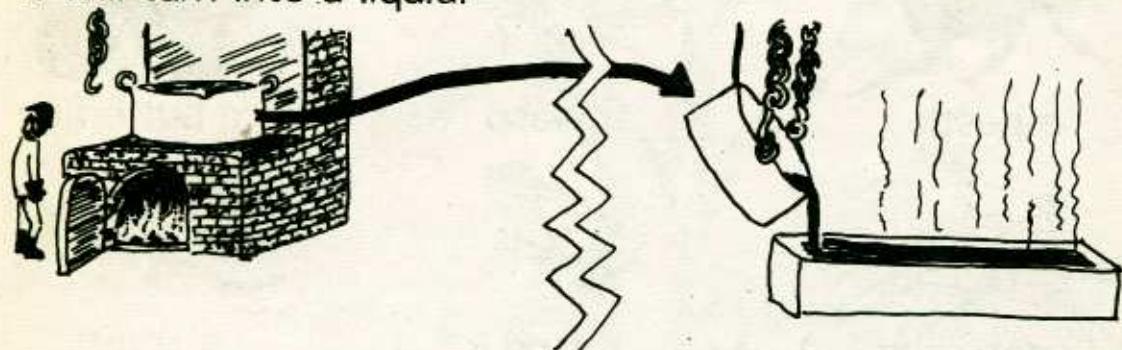
a spider

## Solids and liquids

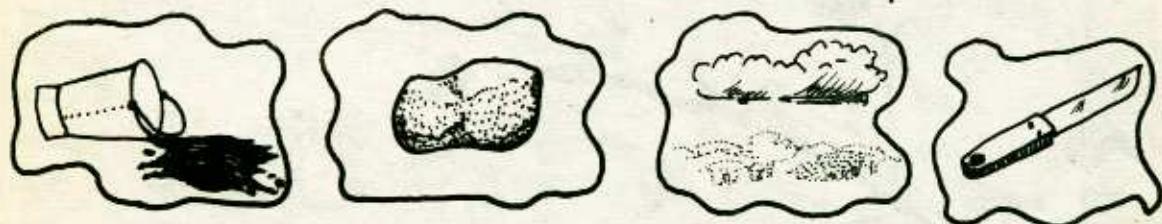
This is a lump of steel.  
It is hard. It is a solid.



If we heat the steel it will become soft.  
It will turn into a liquid.



The earth and the air are full of solids and liquids.



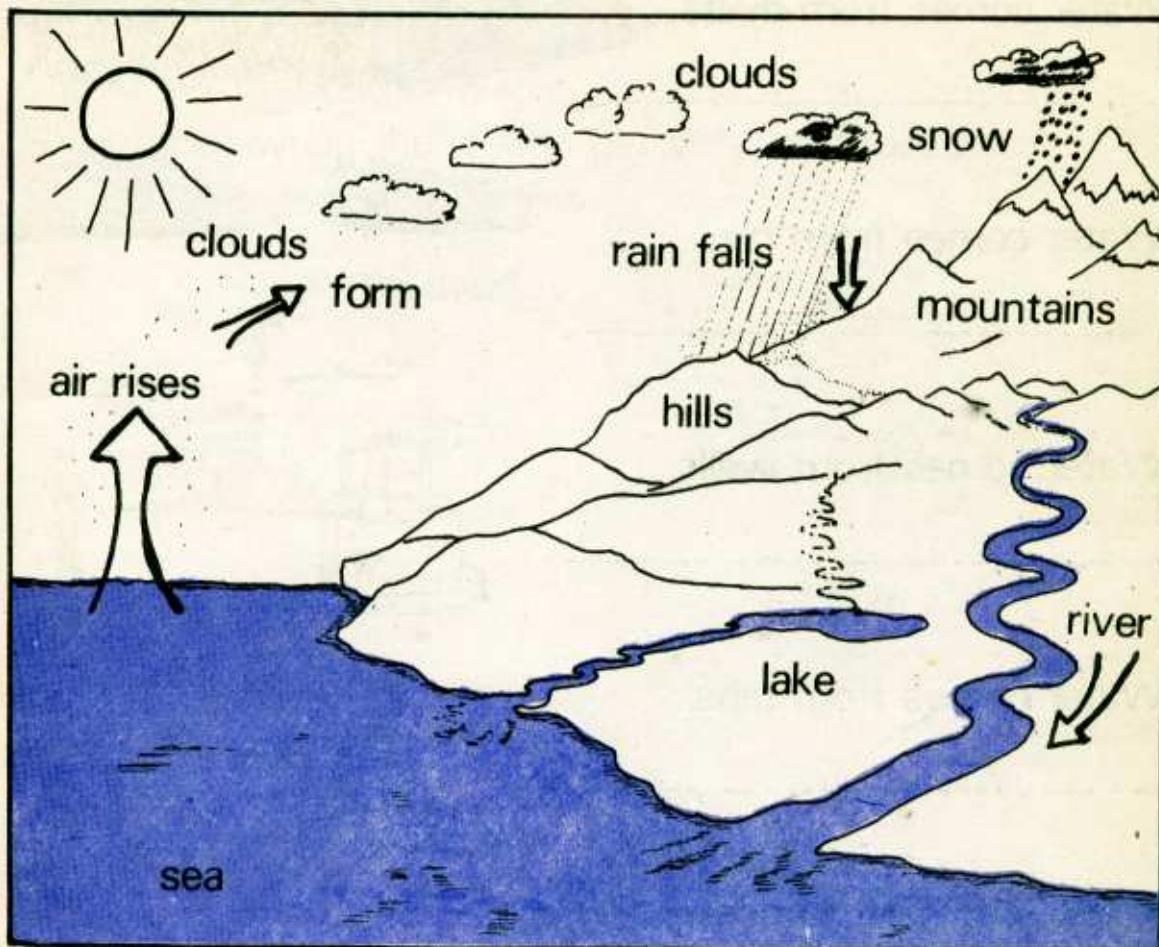
Are these things solid or liquid ?

water, stone, wood, milk, metal, kerosene, coal,  
syrup, paint, oil, glass, gold, plastic.

Make a table like this.

Solids	Liquids
stone	water

## How rain is made



The water in the sea gets hot. It turns into water vapour (gas). The water vapour forms into clouds. The water in the clouds gets very heavy. It falls as rain.

The rain water forms into streams and rivers. They flow to the sea.

**Copy this page into your books.**

# Water

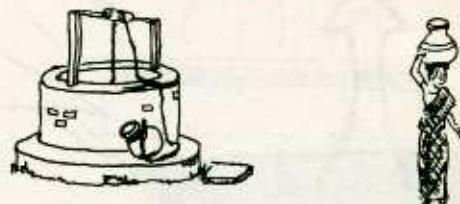
Water comes from rivers.



Water comes from rain.



Water comes from wells.



Water comes from taps.



**Write four sentences like this:**

1. We use water for \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

1. d...king 2. w...ing 3. c..king 4. gr.. ing crops

Through this page and the next one discuss water, its uses and its sources, supplement the information with pictures from books and magazines.

## Snow and hail

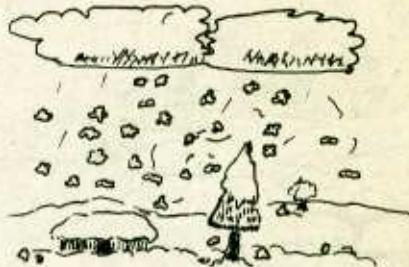
On page 63 you read how rain is made.

You know that rain is water.

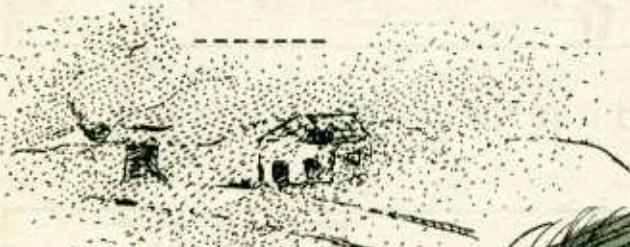
Sometimes when the clouds get very cold rain does not fall. We get hail or snow.



hail



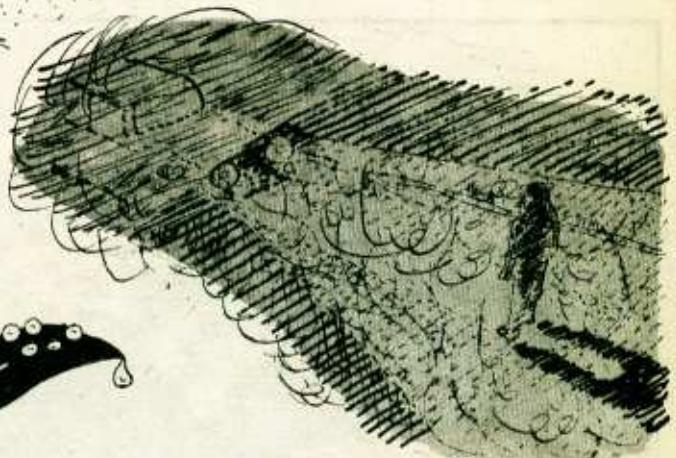
snow



mist



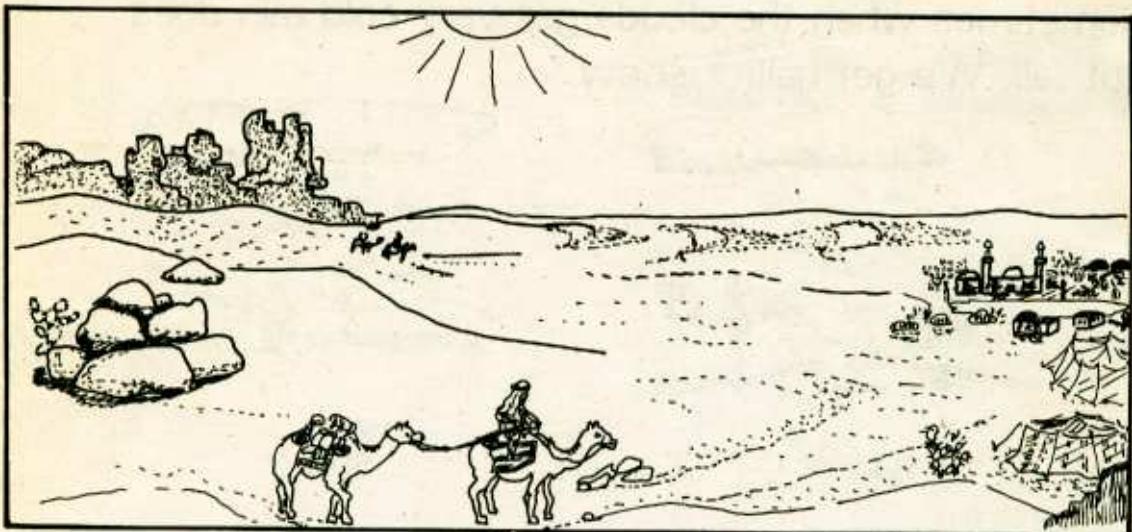
dew



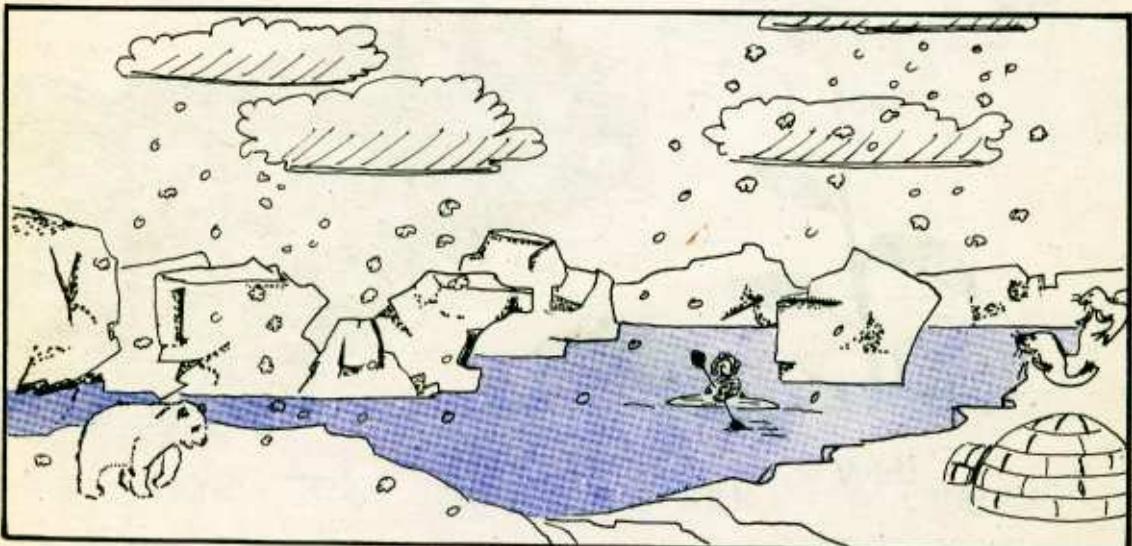
fog

## Different lands

In some parts of the world it is very hot. It is also very dry. There is very little rain.

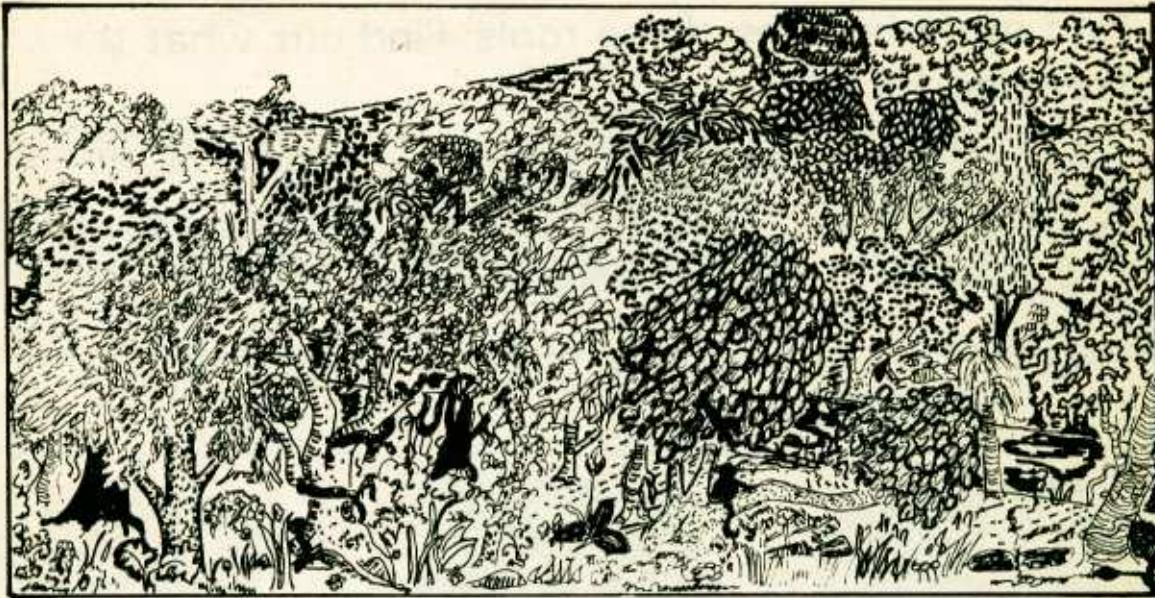


In some parts of the world it is very cold. There is a lot of snow and ice.

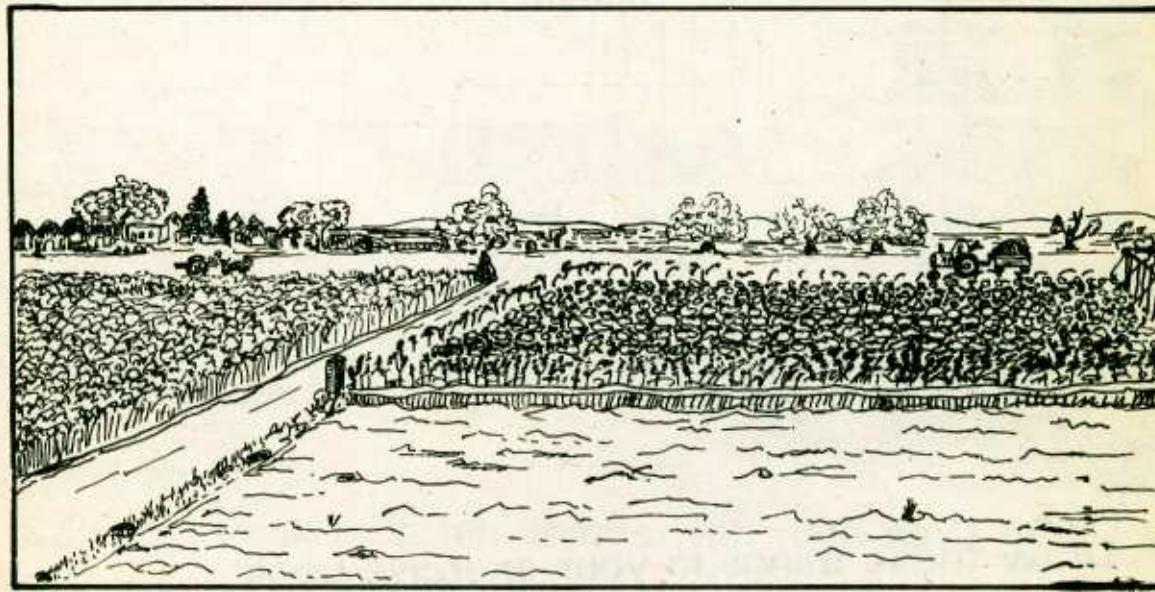


**Write three sentences about each picture.**

In some parts of the world it is very hot and wet.  
There are jungles here.



In some parts of the world there are open plains.  
Here it is very flat. The land is good for planting crops.

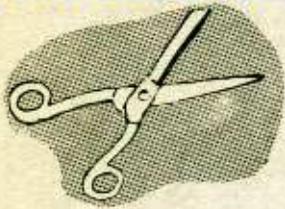


**Write three sentences about each picture.**

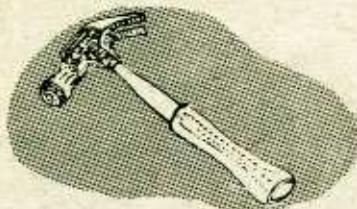
# Tools

Here are some tools.

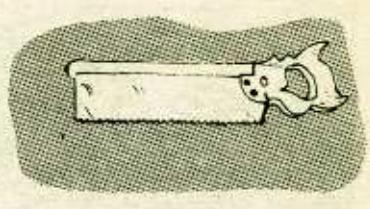
Find out who uses these tools. Find out what they are used for.



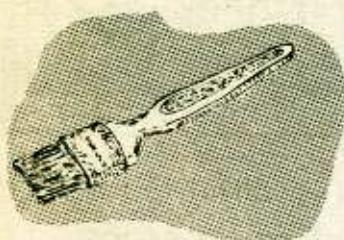
scissors



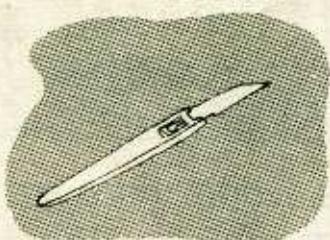
a hammer



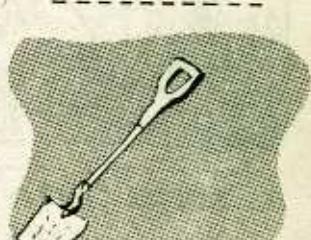
a saw



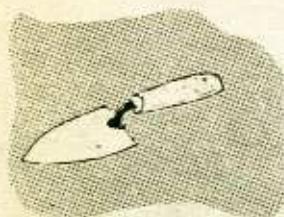
a brush



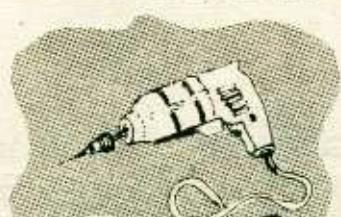
a knife



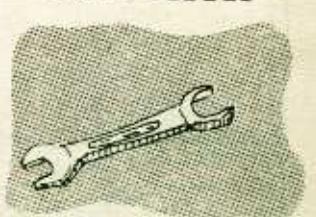
a spade



a trowel



a drill

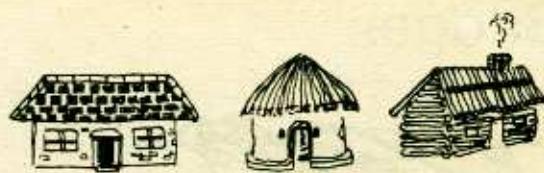


a spanner

Draw these things in your exercise book.

## Man builds

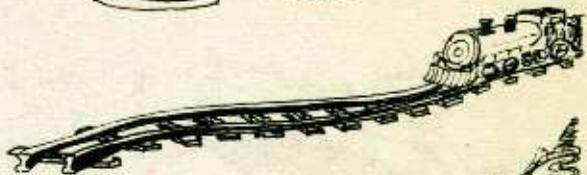
Men build houses.



Men build statues.



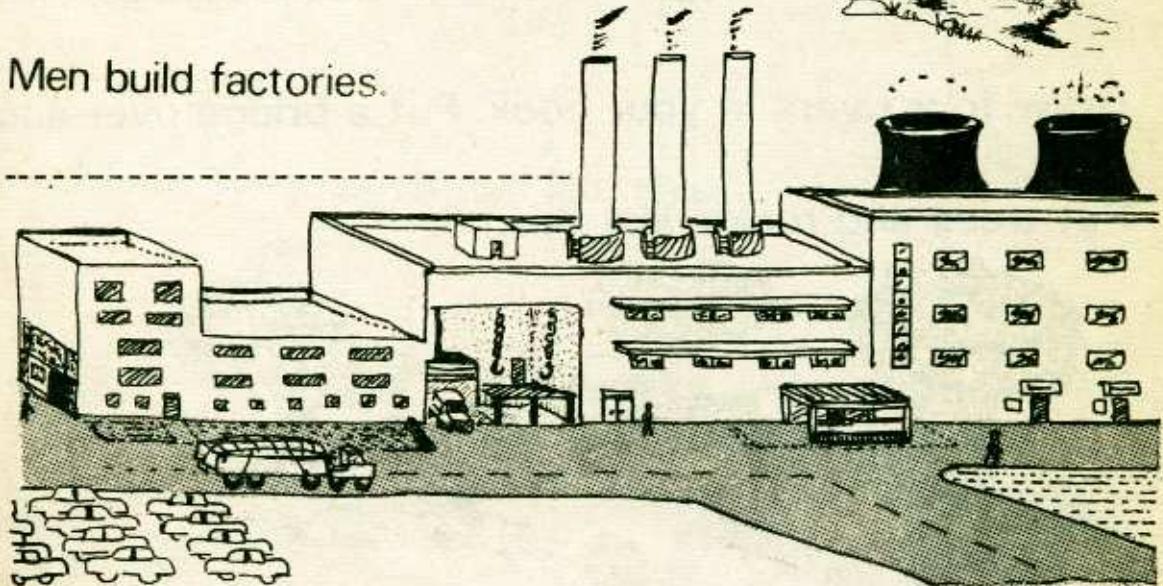
Men build railway lines.



Men build roads.

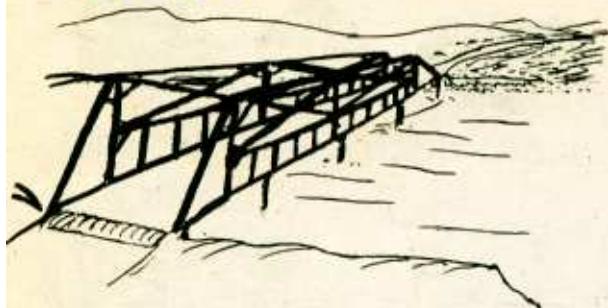


Men build factories.

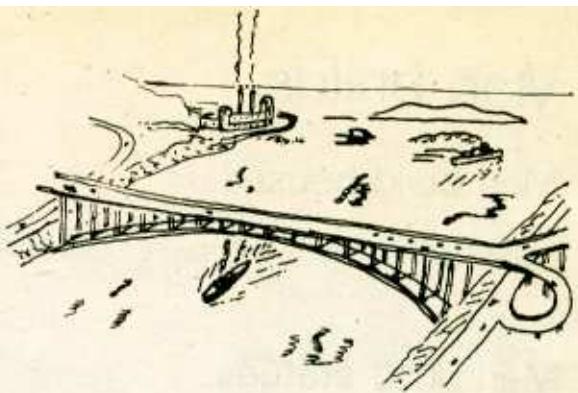


**Can you think of other things that men have built ?  
Make a list in your book.**

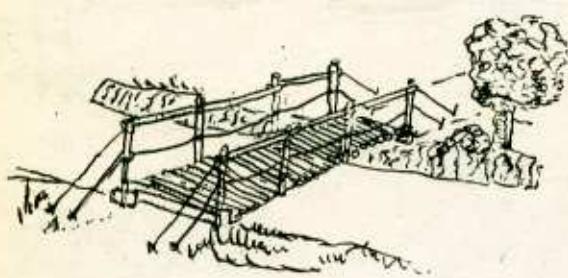
# Bridges



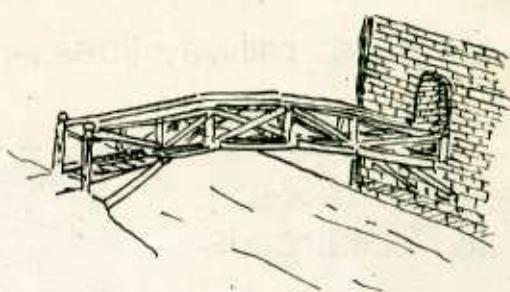
an iron bridge



a big bridge



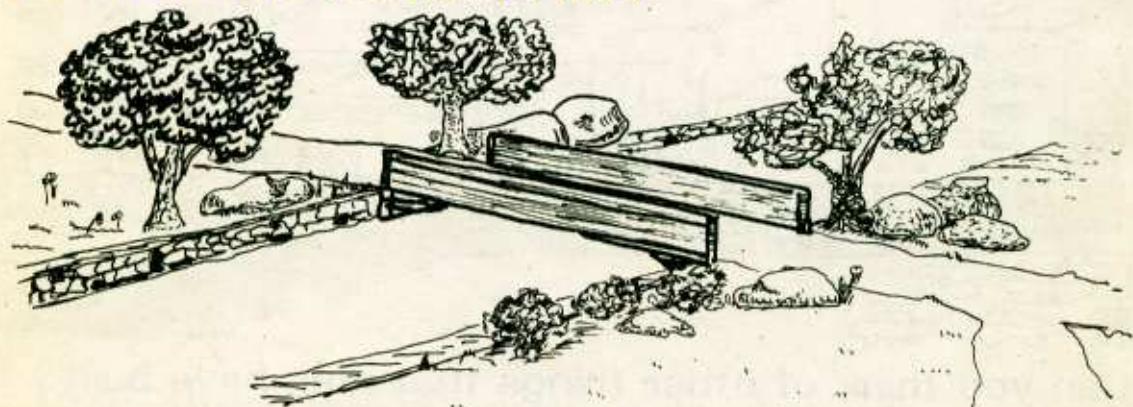
a bamboo bridge



a wooden bridge

Draw four rivers in your book. Put a bridge over each river.

Put trees and rocks, like this:

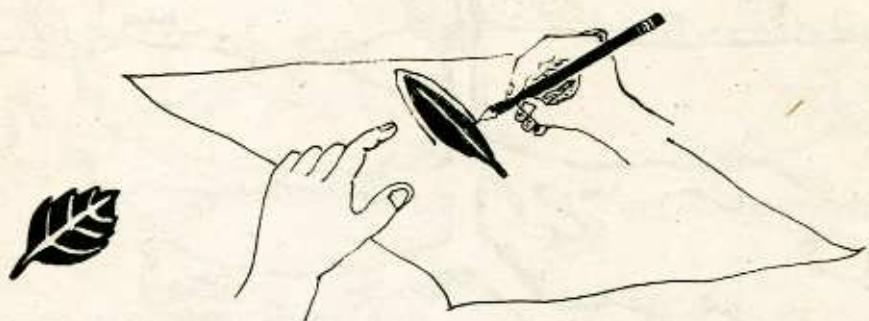
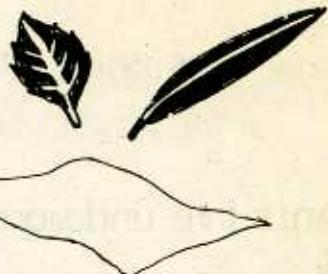


Bridges and patterns. At first these may seem to be two completely different subjects but man builds things both because they are beautiful and useful. Man creates things for their own beauty.

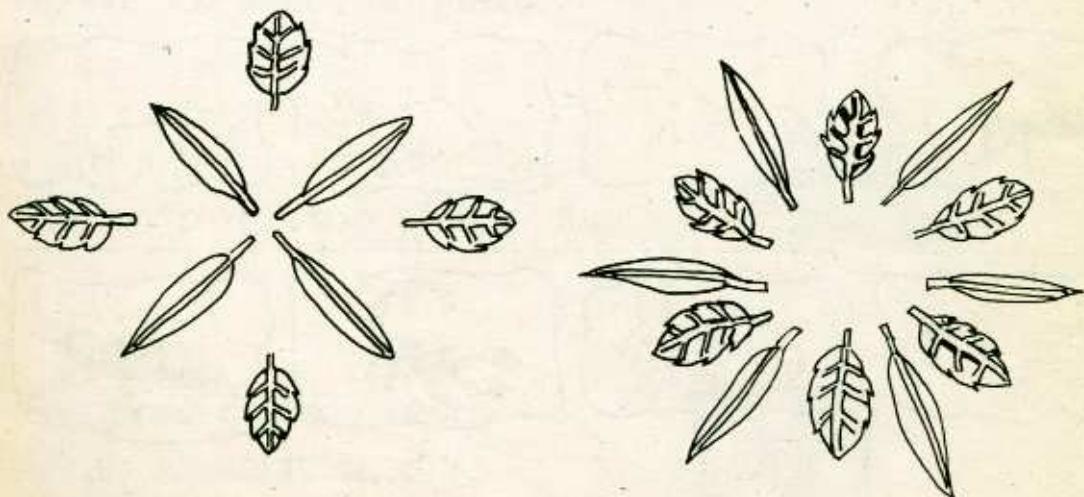
## Patterns

Bring two leaves to school.

Put them on a piece of paper.  
Go round the leaf with your  
pencil, like this:



Make some patterns, like this:

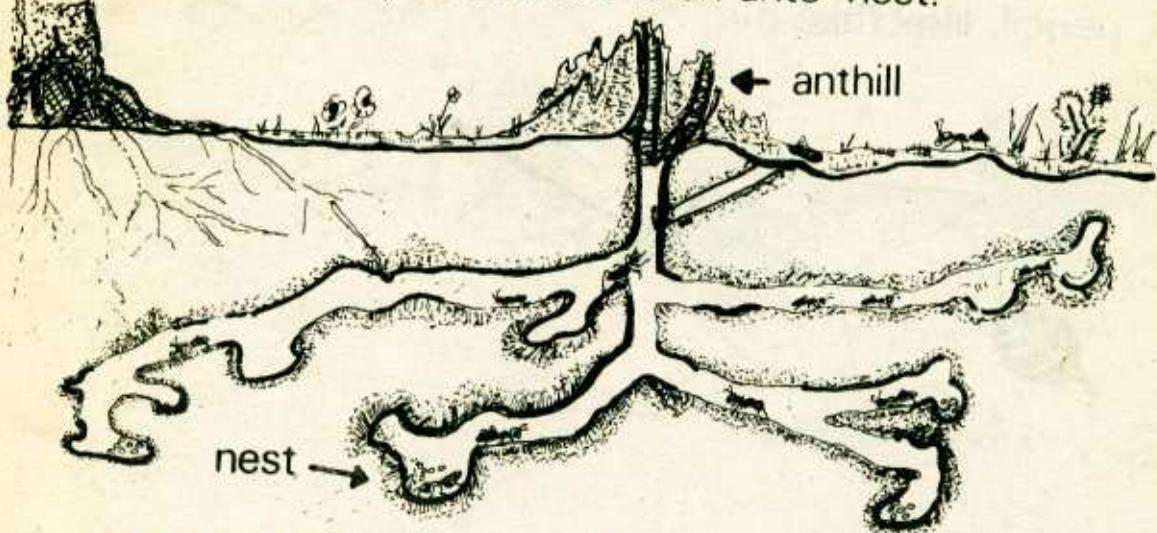


## Under the ground

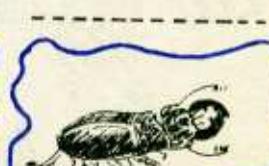
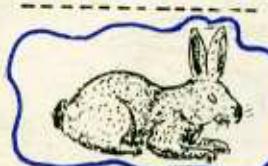
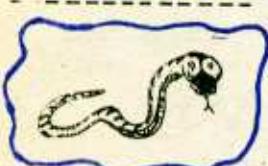
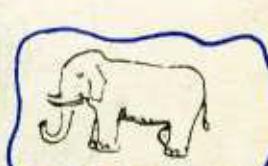
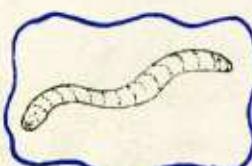
This is an ant.



Ants live underground. Here is an ants nest.



Do you know these animals and insects ?  
Do they all live underground ?

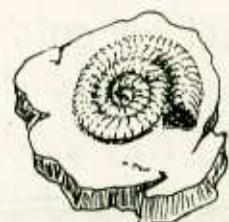
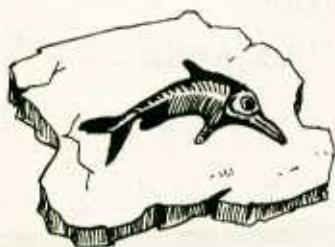


We now move 'underground' from the surface of the earth. The children must have seen anthills and the tunnels that white ants build.

## Fossils

When an animal or plant falls into soft mud or clay it is quickly buried. After many years the clay becomes hard. The animal or plant leaves a mark in the clay. This is called a fossil.

Fossils are found under the ground.

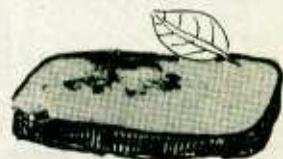


**Make your own fossil.**

**Take some clay.  
Roll it out like a chapati.**



**Take a leaf or a coin. Press  
this onto the top of the clay.**



**The print is now ready.  
Allow the clay to dry.  
Paint it.**



## Under the ground

This is Raj. He works in a coal mine. He is called a miner.

Every day Raj goes deep into the ground. He walks along a tunnel. At the end of the tunnel there is coal. He uses a hammer and a chisel. He cuts the coal from the walls of the mine. He gets very dirty.



More about what goes on underground.

# Minerals

The coal that Raj brings out of the ground is used for burning.

Here are some things that are found underground.



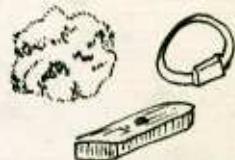
diamonds



silver

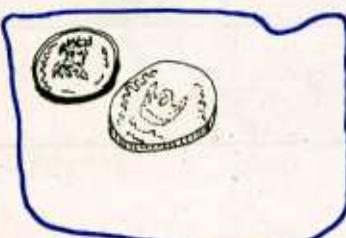


coal



gold

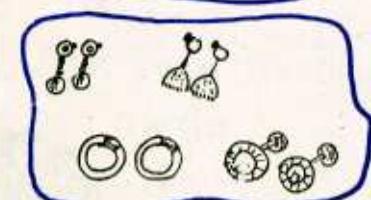
Here are some things that we make out of minerals.



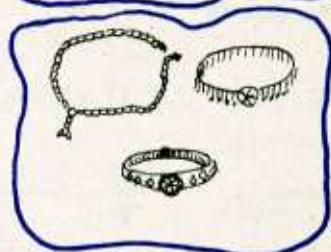
coins



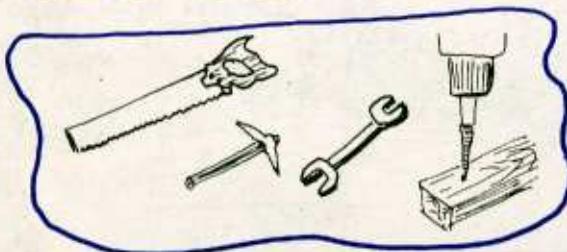
glass



earrings



necklaces



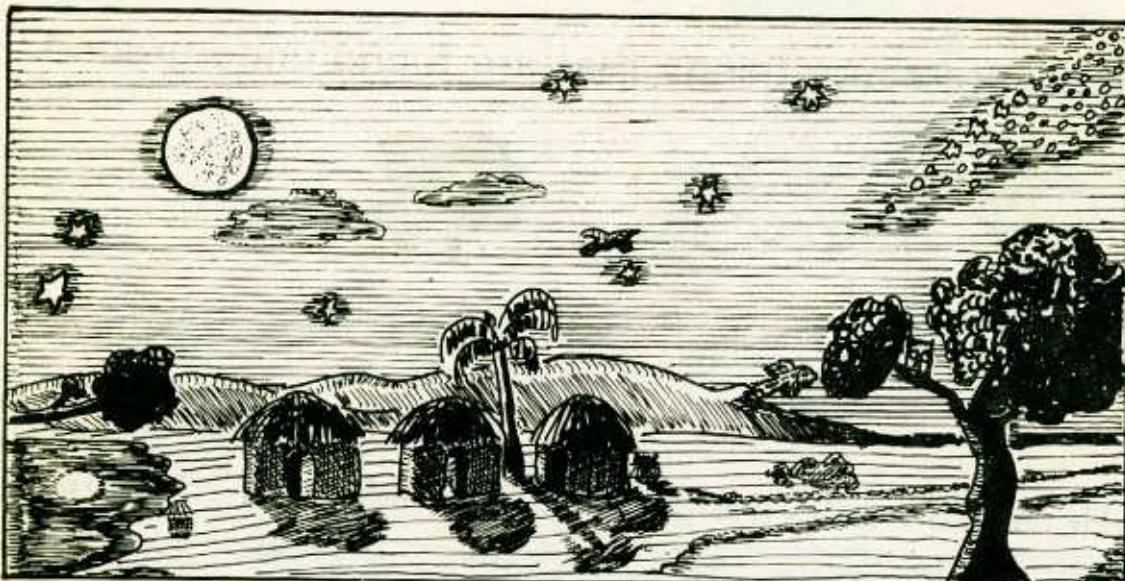
tools

Draw a picture of Raj in a mine in your book.

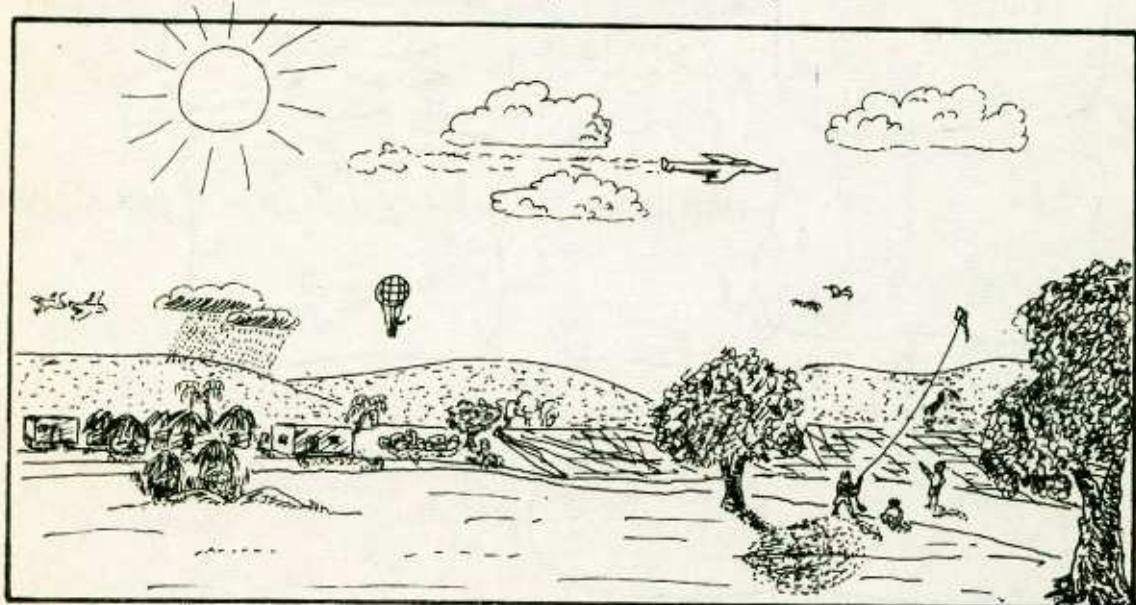
This page shows how man exploits the wealth under the surface of the earth. You can mention other things such as different kinds of soils, precious stones, etc.

## The sky

What can you see in the sky at night ?



What can you see in the sky in the day ?



**Write three sentences about each picture.**

This page and the next one present contrasting pictures of the sky at night and during the day. Ask the children to describe what they see in the pictures and in the sky.

## What makes day and night?

The Earth is like a big ball.

The Earth spins round and round.

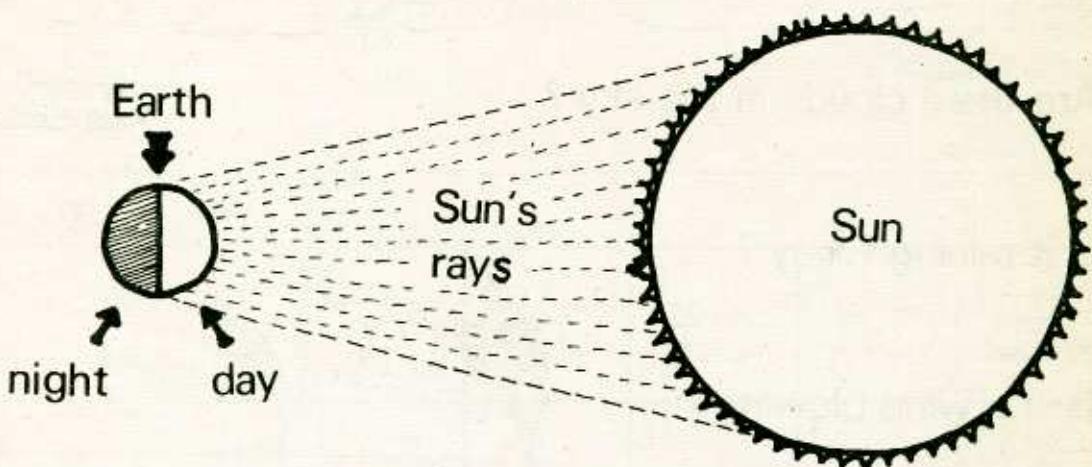
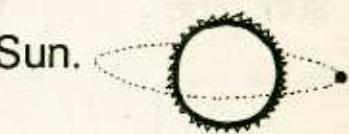
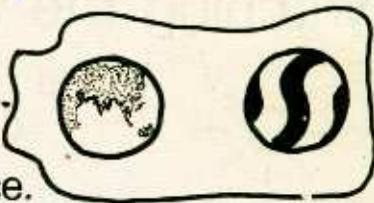
It takes a whole day to spin round once.

It travels round the Sun, too.

It takes a whole year to go round the Sun.

The side facing the Sun has day.

The side away from the Sun has night.



**Ask your teacher to show you how day and night are made.**

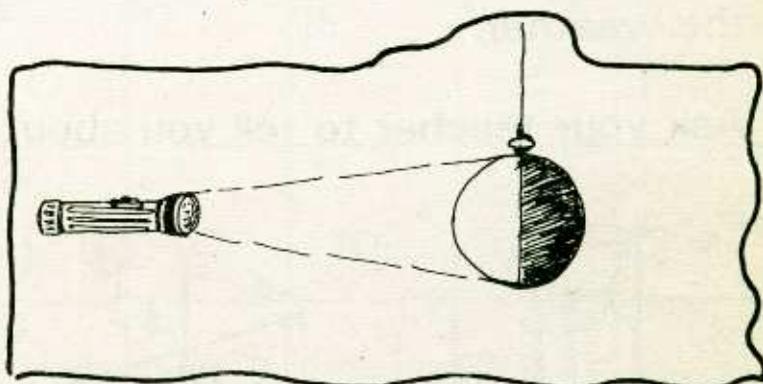
**You will need:**

a soft ball

a torch

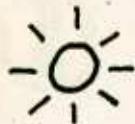
a pin

some string



This is a difficult concept for very young children to understand. By drawing lines of shadow and light on the ball and then rotating it the children may begin to understand how we have day and night. The torch, of course, represents the sun.

## Watching the weather



sunshine



clouds

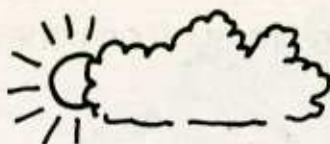


rain



wind

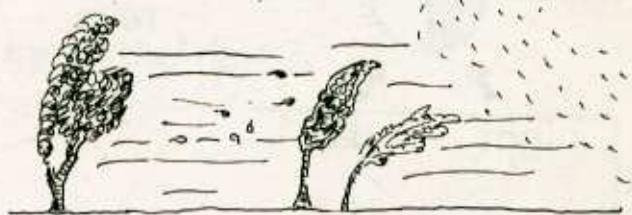
Is the sun shining brightly ?



Are there clouds in the sky ?



Is it raining today ?



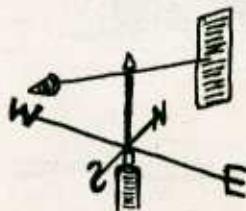
Is the wind blowing ?

Here are some instruments which help us to measure the weather.

Ask your teacher to tell you about them.



a rain gauge



a weather vane



a thermometer

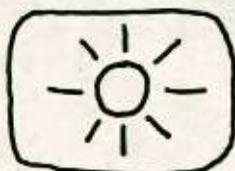
# A weather chart

You can keep a record of the weather.

Make a chart like the one below.

Make one for each month of the year.

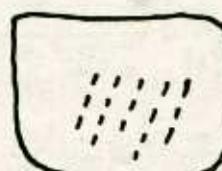
Use these signs:



sunshine



cloud

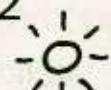
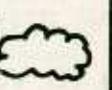
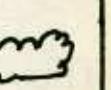
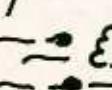
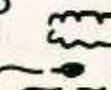
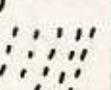
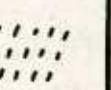
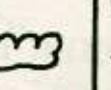
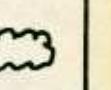
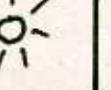
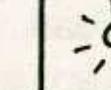
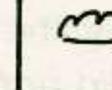
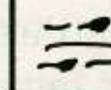
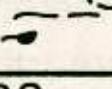
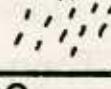
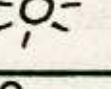
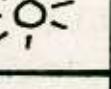
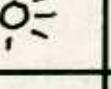
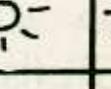
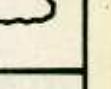
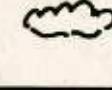
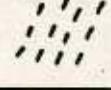
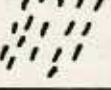
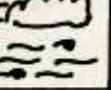


rain



wind

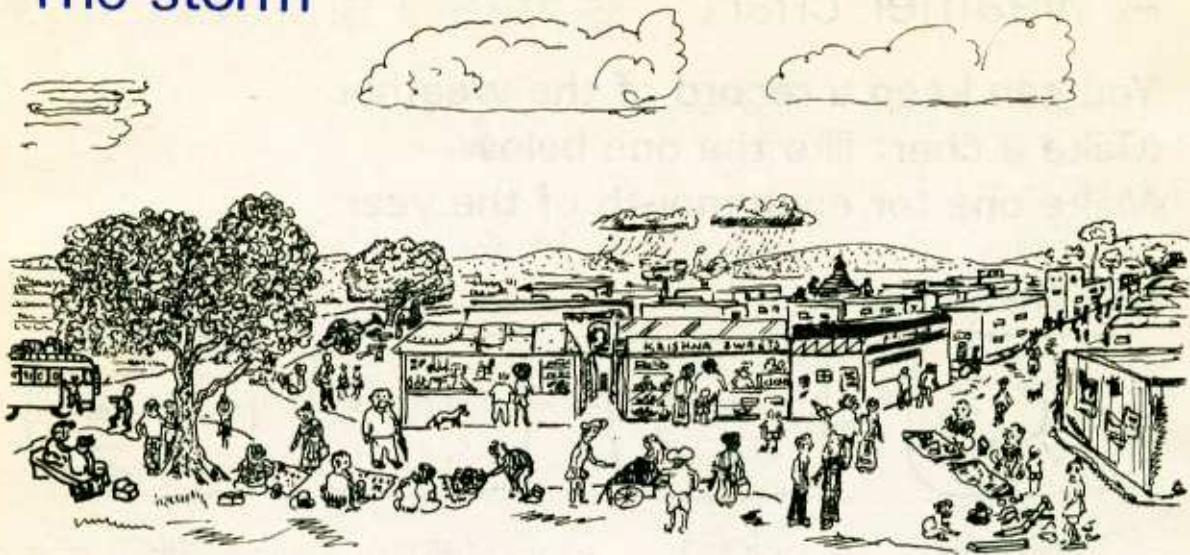
## Month : July

	1		2		3		4		5		6	
7			9		10		11		12		13	
14			16		17		18		19		20	
21			23		24		25		26		27	
28			29		30		31					

The day-to-day changes of the weather can be recorded on a chart prepared by you or the children themselves.

If a large chart is made for a display board the symbols can be stuck on or drawn by the children every day.

## The storm



One day Ramu and his father went to Sonapur. Ramu's father bought a plough at the market. Ramu looked at the shops and bought some sweets.

In the afternoon they started on their way home. They had to walk a long way. They walked slowly because the plough was heavy.

Soon it began to get dark. There were big black clouds in the sky. Ramu felt a few drops of rain.

'Let's rest under that tree,' said Ramu. He pointed to a big tamarind tree by the side of the road.

Ramu's father did not want to rest. 'There's a storm coming,' he said. 'Let's get home quickly.'

They walked on down the road. Very suddenly there was a big flash in the sky. It was lightning. Then there was a loud rumbling noise. That was thunder. The rain poured down.

Ramu and his father got very wet.

'I think we will go back to that tree,' said Ramu's father. He put the plough down. Both of them ran back towards the tree. But, before they could get there, the whole sky lit up. There was a big flash of light. With a loud 'crack' the tree burst into flames.

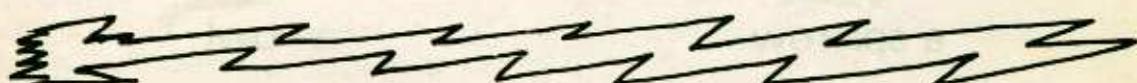
Ramu was very frightened. He and his father turned round and ran all the way home.

When they got home they dried themselves by the fire. They drank some hot tea. Ramu told his mother all about their adventure.



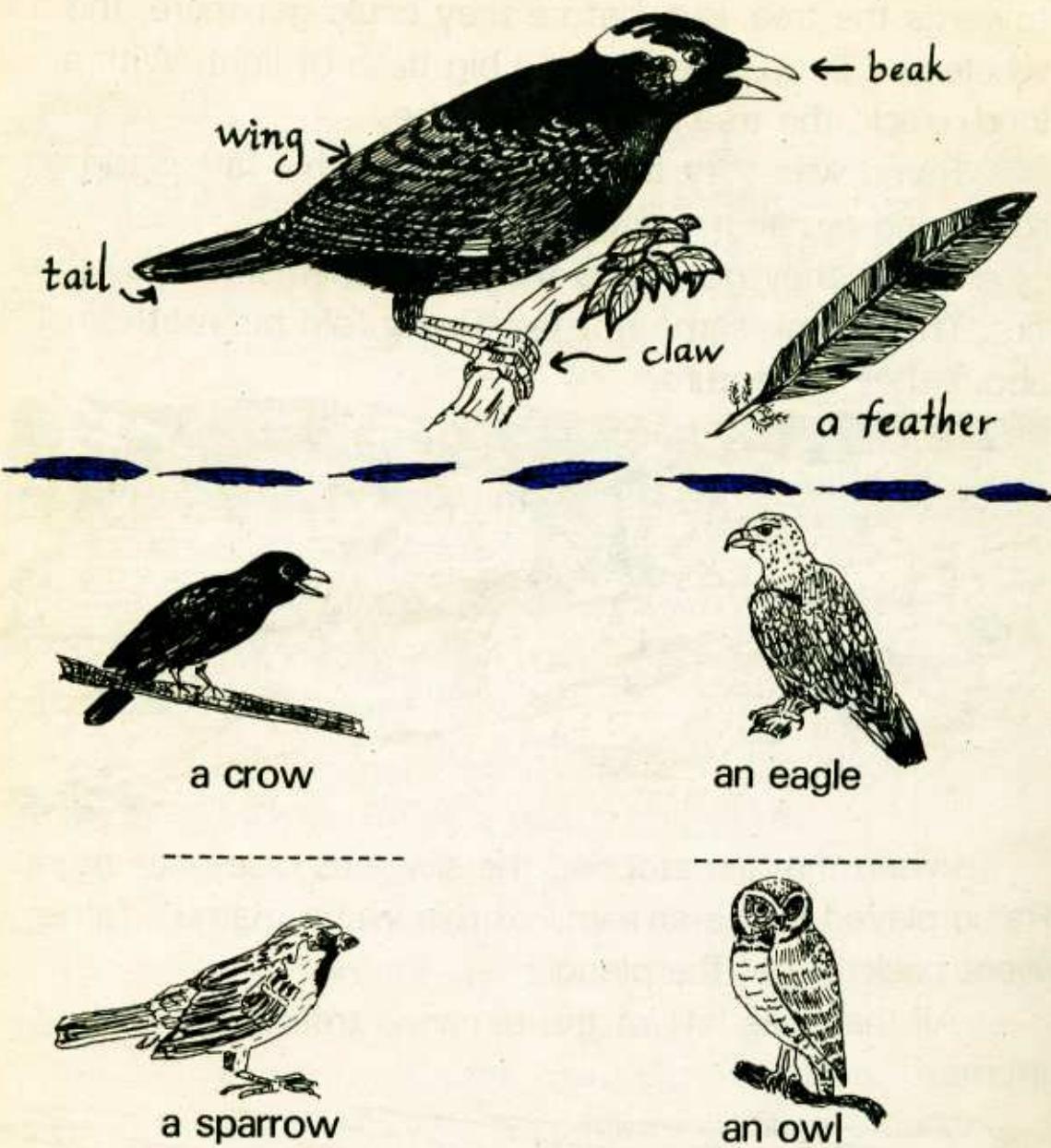
When the rain stopped the sky was blue once more. Ramu played in the streams of rain water. Ramu's father went back to get the plough.

All that was left of the tamarind tree was a dark stump.



**Have you heard thunder? Have you seen lightning?  
Write about it.**

# Birds

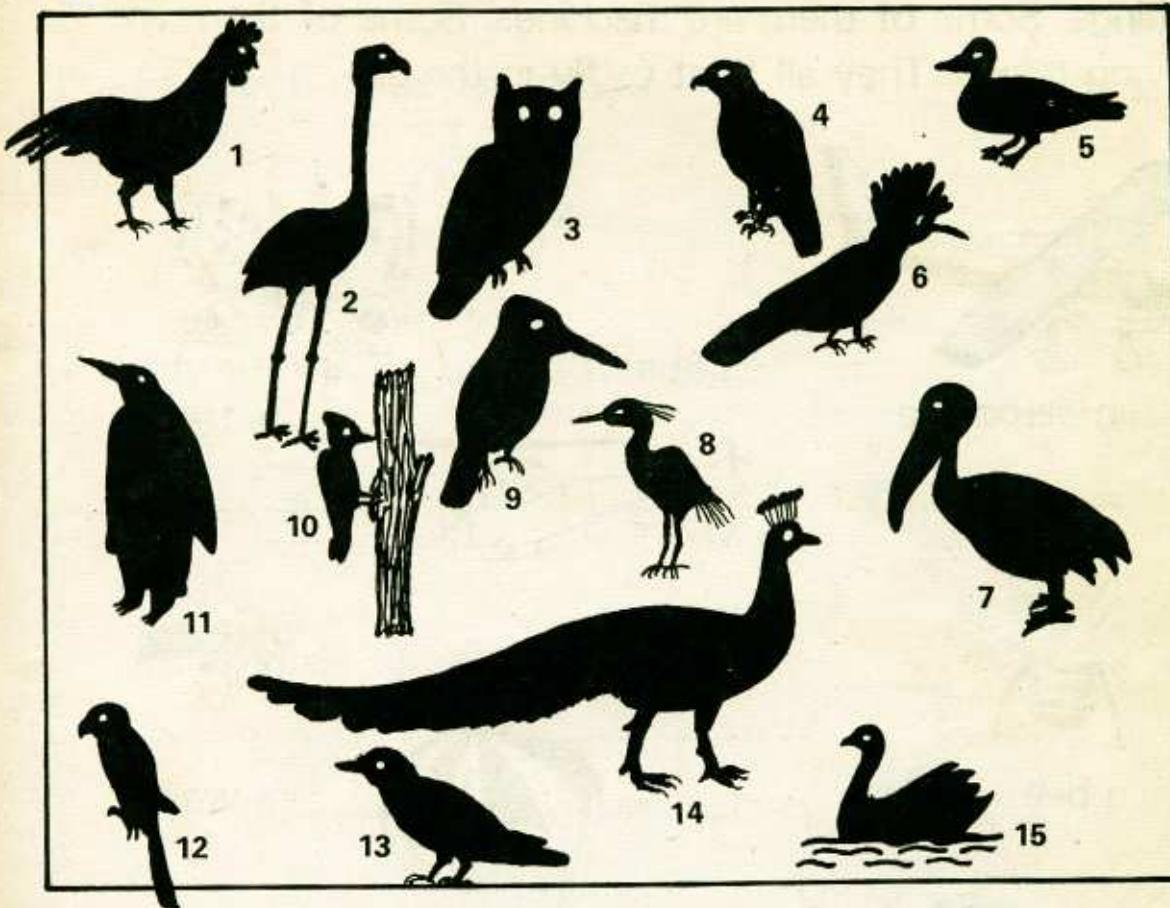


**Draw these birds in your exercise book.**

Explain to the children that a bird is an animal, it is a feathered vertebrate.

## More birds

Here are some more birds. Can you name them all?



1 I can see a cock. 8 \_\_\_\_\_

2 I can see \_\_\_\_\_ 9 \_\_\_\_\_

3 \_\_\_\_\_ 10 \_\_\_\_\_

4 \_\_\_\_\_ 11 \_\_\_\_\_

5 \_\_\_\_\_ 12 \_\_\_\_\_

6 \_\_\_\_\_ 13 \_\_\_\_\_

7 \_\_\_\_\_ 14 \_\_\_\_\_

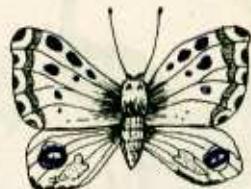
15 \_\_\_\_\_

## In the sky

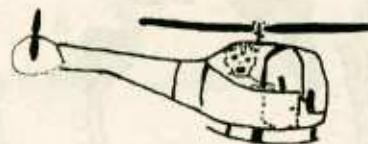
We see many things in the sky. Here are some of those things. Some of them are machines. Some of them are living things. They all float or fly in the air.



an aeroplane



a butterfly



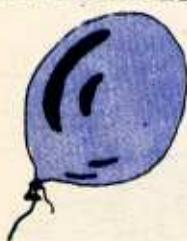
a helicopter



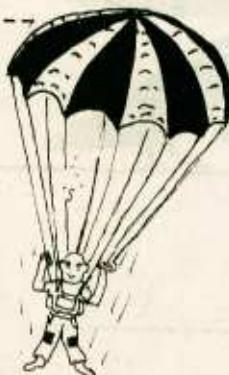
a bee



a wasp



a balloon



a parachute



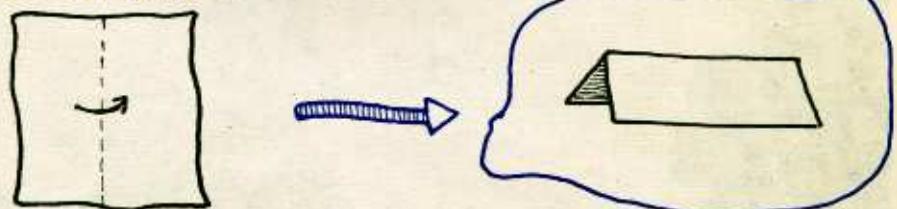
a kite

Can you think of other things we see in the sky ?

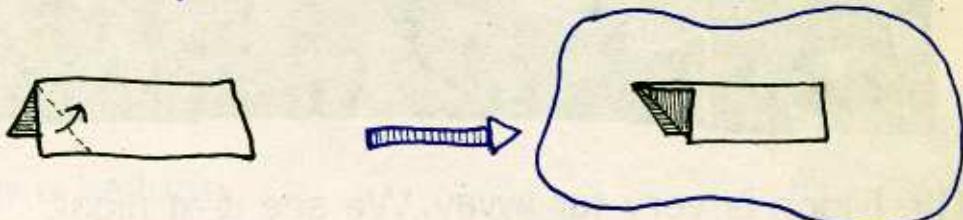
## Making a glider

A glider is an aeroplane without an engine.

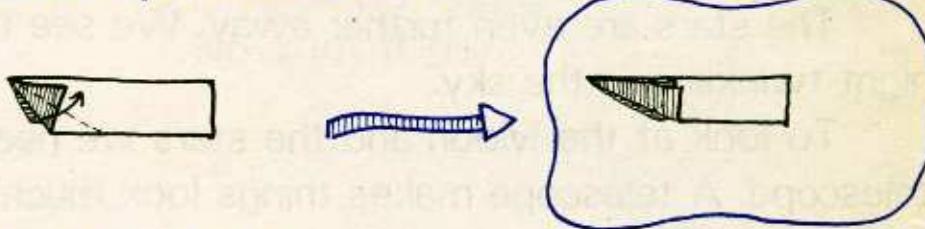
**Fold a piece of paper in half.**



**Fold the ends up on both sides.**



**Fold the ends up once again.**

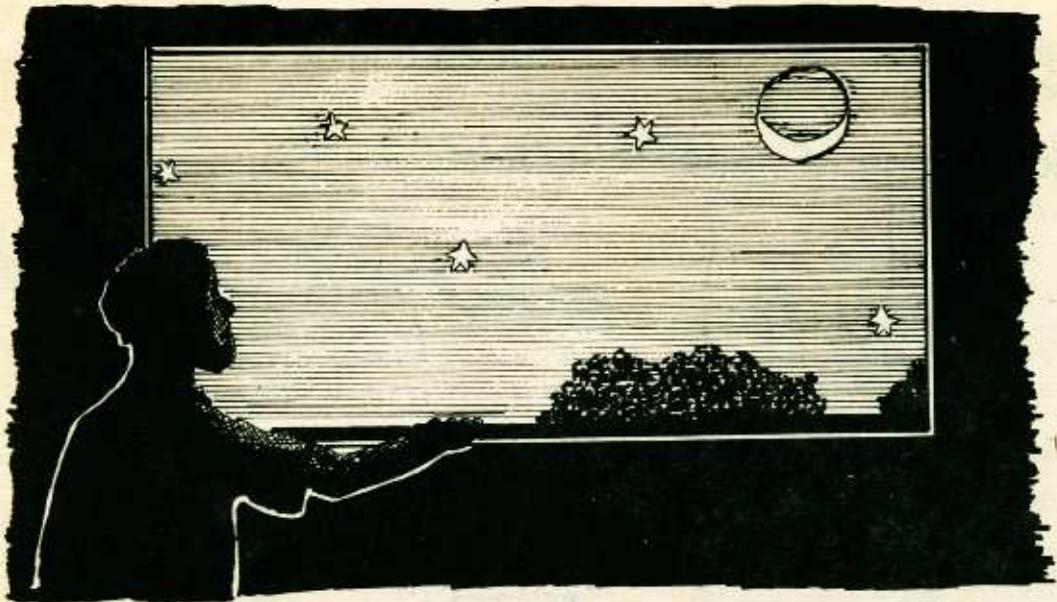


**Fold both sides down.**



**Your glider is not quite ready.  
Paint a design on the wings.  
Now it is ready to fly.**

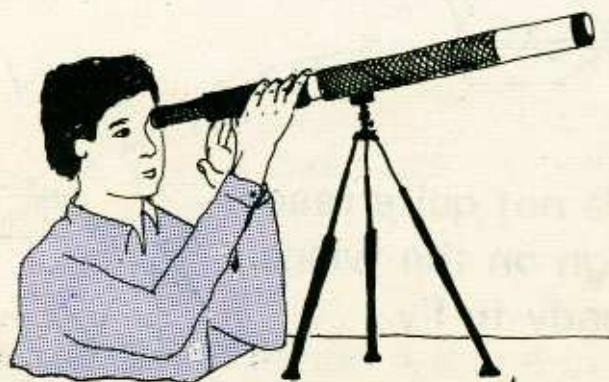
## Man and the moon



The Moon is very far away. We see it at night.  
It travels round the Earth.

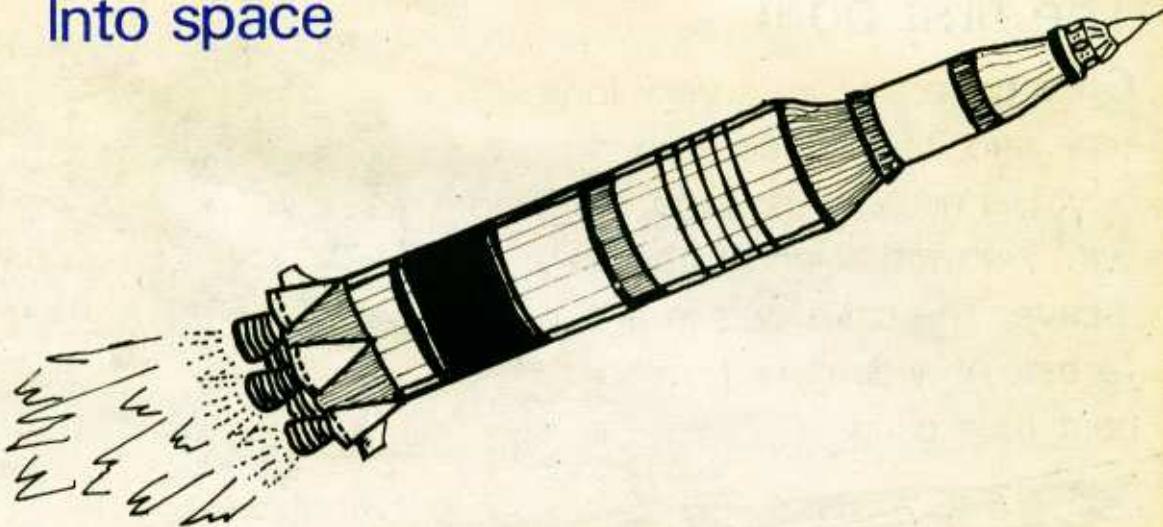
The stars are even further away. We see them at night twinkling in the sky.

To look at the Moon and the stars we need a telescope. A telescope makes things look much bigger. Here is a telescope.



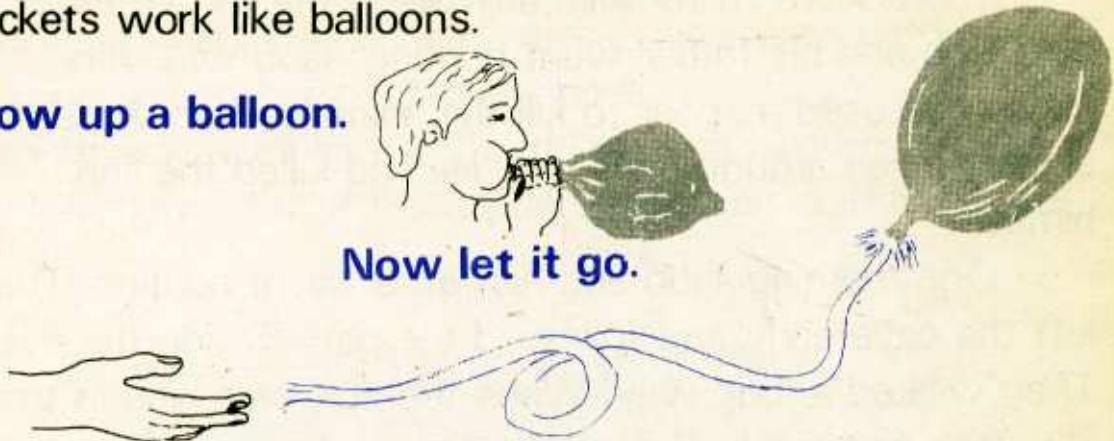
Encourage the children to ask questions about men on the moon and space travel.

## Into space



This is a rocket. It can go very very fast.  
Rockets work like balloons.

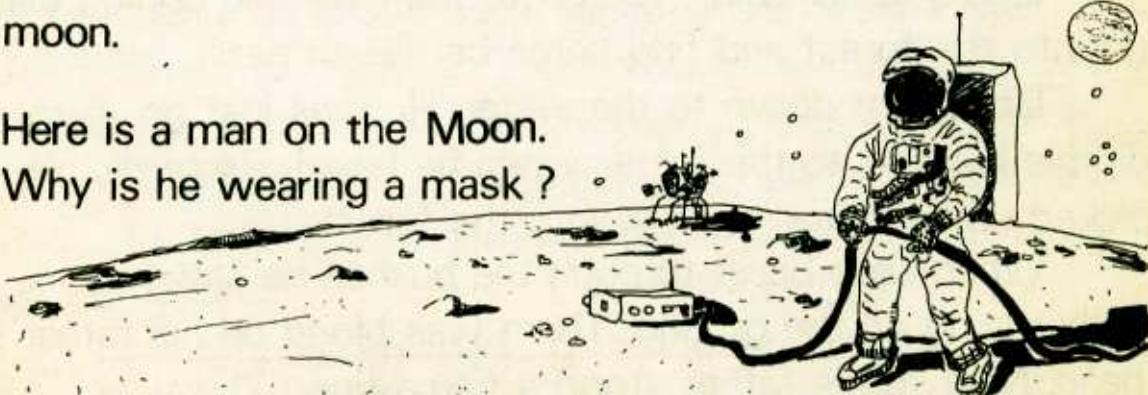
**Blow up a balloon.**



**Now let it go.**

Men can travel in rockets. Men have even landed on the moon.

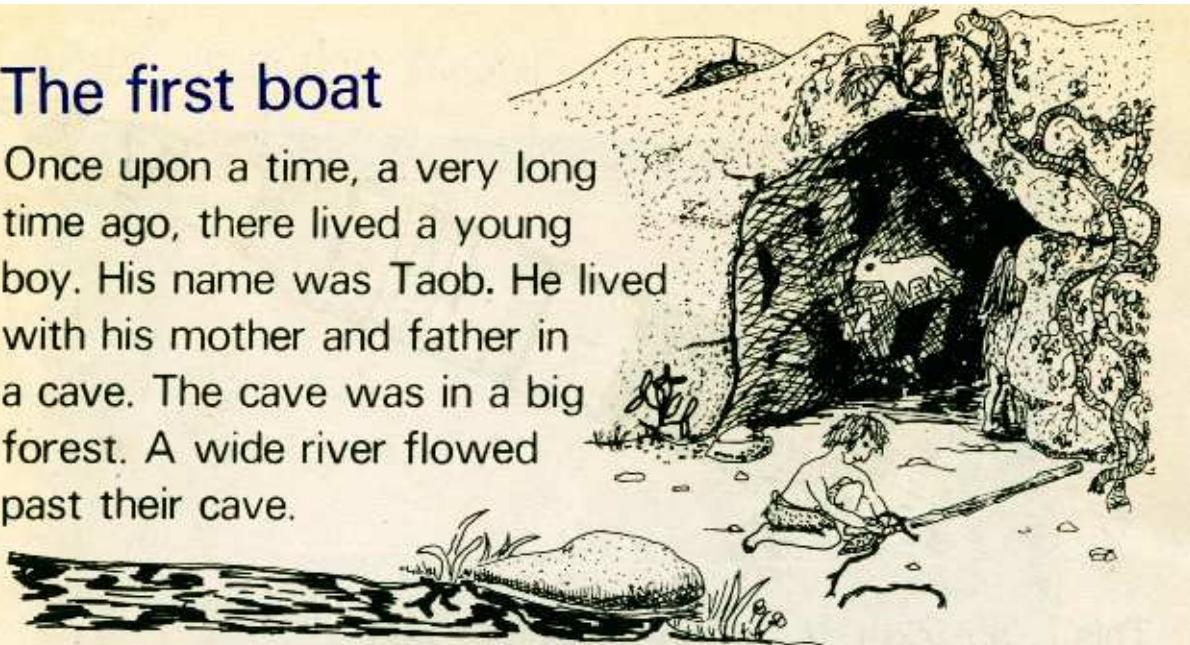
Here is a man on the Moon.  
Why is he wearing a mask ?



**Draw a picture of a rocket going to the Moon.**

## The first boat

Once upon a time, a very long time ago, there lived a young boy. His name was Taob. He lived with his mother and father in a cave. The cave was in a big forest. A wide river flowed past their cave.



There were many wild animals in the forest. Every day Taob and his father went hunting. Taob was very clever. He used a spear to kill the animals. Taob wore the skin of a lion around his waist. He had killed the lion himself.

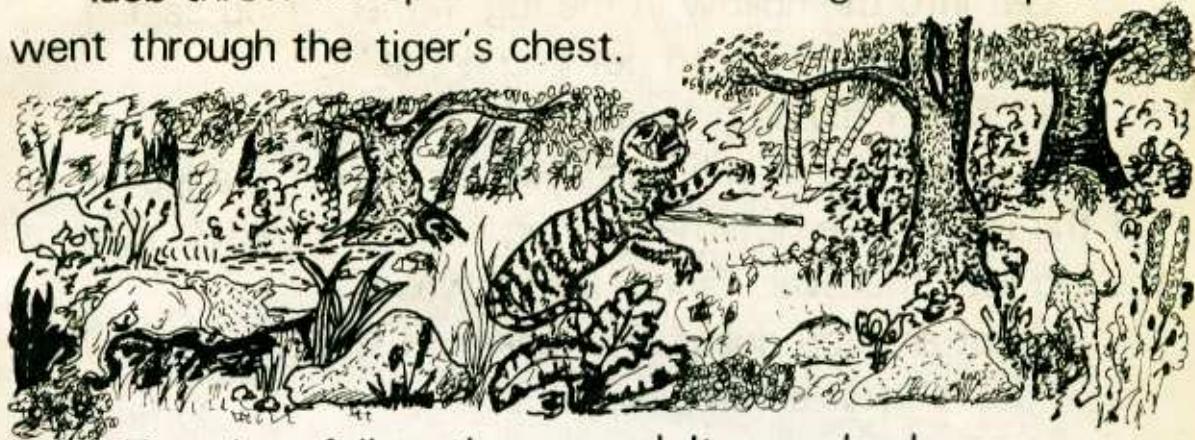
One morning Taob and his father went hunting. They left the cave early and followed the path beside the river. They walked a long way. When the sun was high in the sky Taob felt tired. He was thirsty and hot.

Taob's father said, 'You go to the river and drink. I will go into the forest and find some berries to eat.'

Taob went down to the water. He was just going to dip his hands into the water when he heard a scream. He picked up his spear and ran into the forest.

When Taob burst through the bushes he saw his father lying on the ground. There was blood on his father's head. Next to his father stood a fierce tiger. The tiger stared at Taob. It was ready to pounce on him.

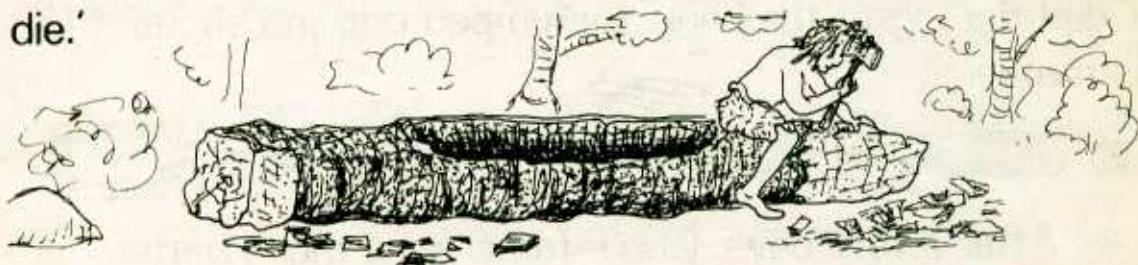
Taob threw his spear with all his strength. The spear went through the tiger's chest.



The tiger fell to the ground. It was dead.

The tiger had wounded Taob's father. Taob's father had a badly cut head. He felt very weak. Taob wondered how he was going to get his father home.

'Father is very heavy,' he thought to himself. 'I can't carry him home. But if I don't do something quickly he will die.'



Suddenly he had an idea. He took his father's axe and ran down to the river. There was a log there which had a big hole on one side of it. The log was quite old. Taob started to make the hole bigger. Soon he had carved out quite a large hollow. He then began to shape the two ends of the log.

When he finished working on the log he took his father some water. With great difficulty he helped his father down to the river.

'Get into the hollow in the log, father,' Taob said. 'I have thought of a way to get you home.'

His father did as he was told.

Taob found a long branch. He quickly cut the leaves off the branch. He now had a long smooth pole. He pushed the log into the river. Taob's father was worried.

'What are you doing?' he asked. 'I shall drown.'

'I don't think so,' replied Taob.

The log did not sink. Taob jumped in behind his father and with the pole he pushed against the river bank. Taob was very excited. It was the first time he had floated on water. Taob's father was excited too. He said, 'This is easier than walking, isn't it?'

Soon they reached the cave. With the pole Taob guided the log to the bank. He jumped out and shouted for his mother.



After a few days Taob's father was much better. Taob and his father went hunting together once more. They also found bigger and better logs of wood. With their axes they shaped the wood. They burnt out wood from the middle of the logs. They made many strong canoes.

Today we make boats and canoes in many different ways. Boats are very useful to us. We have learnt many things since the time Taob first discovered a way of travelling on water.

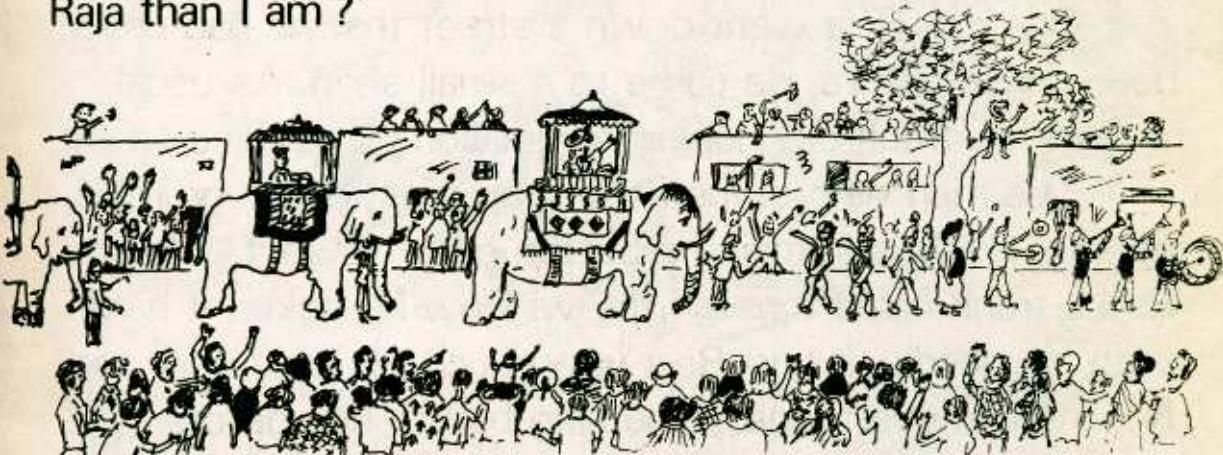
These stories can be read to the class or the children can read them themselves.

## An elephant remembers

Once upon a time there lived a king. He was very kind. He loved his kingdom and his people. He loved animals too.

Every year there was a grand festival at the time of Dusserah. The king rode on a very large elephant through his city. People came from many towns and villages to watch the grand parade.

The king's biggest elephant was called Raja. He loved Raja very much. He spoke to Raja and joked with him. 'You are a Raja and I am one too. Are you a bigger Raja than I am ?'



As time went by Raja got old. The king got old too. The king did not go on the procession at Dusserah any more. He watched from the palace. Raja the elephant also watched.

The king announced that from that time Raja would be allowed to walk about his city. The people must treat him kindly.

The people loved Raja too. They had seen him every year in the grand procession. They were happy to see him walk about the streets.

Every day Raja walked slowly through the city. The children danced and clapped their hands and shouted when they saw Raja.

'Hello Raja!' they shouted, 'How are you today?'

Raja could not speak to them. He lifted his trunk high up in the air as if to say 'hello'.

Raja walked from street to street. Everywhere he went the people gave him something to eat. Most of the shopkeepers knew Raja well. One would give him a bun, another would give him a banana.

One day Raja went down a street that he had never been down before. He came to a small shop. As usual he put his trunk out hoping to get something nice to eat.

The man who owned the shop was a very grumpy person. He was stitching a button onto his shirt. When Raja's trunk came through the window he poked it hard with his needle. It hurt Raja very much. He was very sad. No one had ever done something bad to him before.

The man laughed. 'That will teach you a lesson,' he said. 'Now go away and leave me alone.'

Some children who saw what happened told everyone about it.

The next day when Raja came down the same street a large crowd of children came too. They walked behind Raja.

Suddenly Raja stopped. At the side of the road there was a big drum. It was used for water. Raja put his trunk into the cool water. Then he started to walk down the street again.

The grumpy man was sitting in his shop when he heard a big noise outside. 'Oh, it's those horrible children again,' he said to himself. He went outside to scold them.

Just then Raja came up to the man's shop. Raja pointed his trunk straight at the man. 'Whoosh!' He blew the water in his trunk all over the man. All the children laughed and laughed. The man looked as if he had taken a bath with all his clothes on!



The shopkeeper didn't laugh. He went quietly back into his shop. He didn't know that an elephant has a very good memory. Raja remembered what the man had done to him. But Raja was a kind elephant. He reached up with his trunk and plucked a flower from a tree nearby. He then put his trunk into the shop.

The shopkeeper took the flower. He knew that Raja was making friends. He felt sorry for what he had done to the elephant.

Raja and the shopkeeper became great friends after that.

## Notes for the Teacher

P. 1 Talk to the children about themselves; how old they are; where they come from, etc.

Pp. 10/11 These two pages deal with the parts of the body and the senses. Talk to the children about the functions of the various parts of the body. You can mention muscles and joints and how they work. Exercises with the senses are numerous. Here are some. Shut your eyes and walk in a straight line (or like a blind person). How far away can you hear a watch ticking ? Shut your eyes and guess what you are smelling. Put some things in a bag and ask the children to taste salt and sugar with their eyes shut. What sounds do we hear ? Imitate sounds. Make some simple musical instruments, e.g., bottles of water filled at different levels.

Pp. 12/13 Talk about how the family entertains itself. Circus radio drama T.V. visiting a museum/park/zoo, etc.

Pp. 14/15 Festivals. Talk about *why* they are celebrated, *who* celebrates certain festivals, *when* they take place. We pray during festivals too.

Pp. 16/17 Pets in the family. Some children may not have a pet. They can imagine one that they would like. What would they call it ? How would they look after it ? Why do we keep some animals as pets and not others ?

Pp. 18/19 Talk about the pictures. Ask the children to describe the houses and note the differences. Ask them to describe their own house, p. 19. We all need shelter, and animals do too. Why do we live in houses ?

Pp. 38/39 The four pictures on these pages can be used to talk about  
(a) punctuality (b) treating each other courteously (c) standing in a line  
(d) waiting for one's turn (e) respecting elders (f) sharing  
(g) expressing feelings to the teacher and (h) safety and health habits.

Pp. 40/41 Make the children aware of nature around them. The garden at home or at school is full of living as well as non-living things. Nature is beautiful and we can also use materials from nature to make our own beautiful patterns and designs.

Pp. 52/53 Work. The differences between working in a rural area and an industrialized or urban area. P. 52 deals with the way our food products start out in the rural areas and are brought to the cities. Talk about where different kinds of food come from. P. 53 deals more with factory processed materials. You can introduce other articles and explain to the children what raw materials they are made from.

P. 56 Plant a seed in a jar and let the children observe how it grows over a few weeks. To show them that plants need light you could put one plant in a pot by the window and another in a cupboard or dark place. Look at them after a few days.

Pp. 60/61 Larger animals, insects and reptiles. The children should be encouraged to take notice of the teeming wild life in one's own garden. They should be encouraged to observe them carefully and notice the different characteristics. Dead insects can be examined closely in class. Questions—Where do they live? What do they eat? etc.

Pp. 62/63 Introduction to the states of matter. Although liquids and solids are mentioned here you can also touch upon gas (p. 63). You can give more examples of solids and liquids. For p. 63 explain about steam rising from a heated kettle or a vapour haze on a hot road.

Pp. 66/67 Pictures. Get the children to describe all the things they can see in the pictures. Again, pictures from books will help them get a better idea of how varied our earth is. 1. desert, camels, rocks, sand dunes, wild life, lack of water, hardy shrubs. 2. snow, ice, cold, kayak (boat), polar bears (N. Pole), penguins, (S. Pole). 3. tall trees, small shrubs, thick foliage, animals, hot and wet climate makes things grow. 4. plains, good farming land, easy to transport crops, water wells, irrigation and cultivation possible.

Pp. 68/69 Scissors—cutting paper and cloth—tailor. Hammer, saw and drill, their uses—carpenter. Brush—painter. Knife—used for many purposes by different workers. Spade—gardener. Trowel—bricklayer, for cement work. Spanner—nuts and bolts—mechanic or plumber. Page 69 deals with how tools are used to build various things. What else does man use tools for? What other things does he build?

Pp. 80/81 A story for you to read to the children, or, if they are capable, of reading themselves. Bring out the way that weather affects us in our everyday lives. How does too much sun affect us? What happens when it rains a lot? How does strong wind help or hinder us?

Pp. 82,83 Life in the sky. Only four pictures are shown on p. 82. Show the children more pictures of birds in books. Perhaps they would like to display some birds' feathers in class. How does a bird fly? What does it eat? Where does it live? etc. P. 83 introduces names of more birds. Notice the different features of the birds.

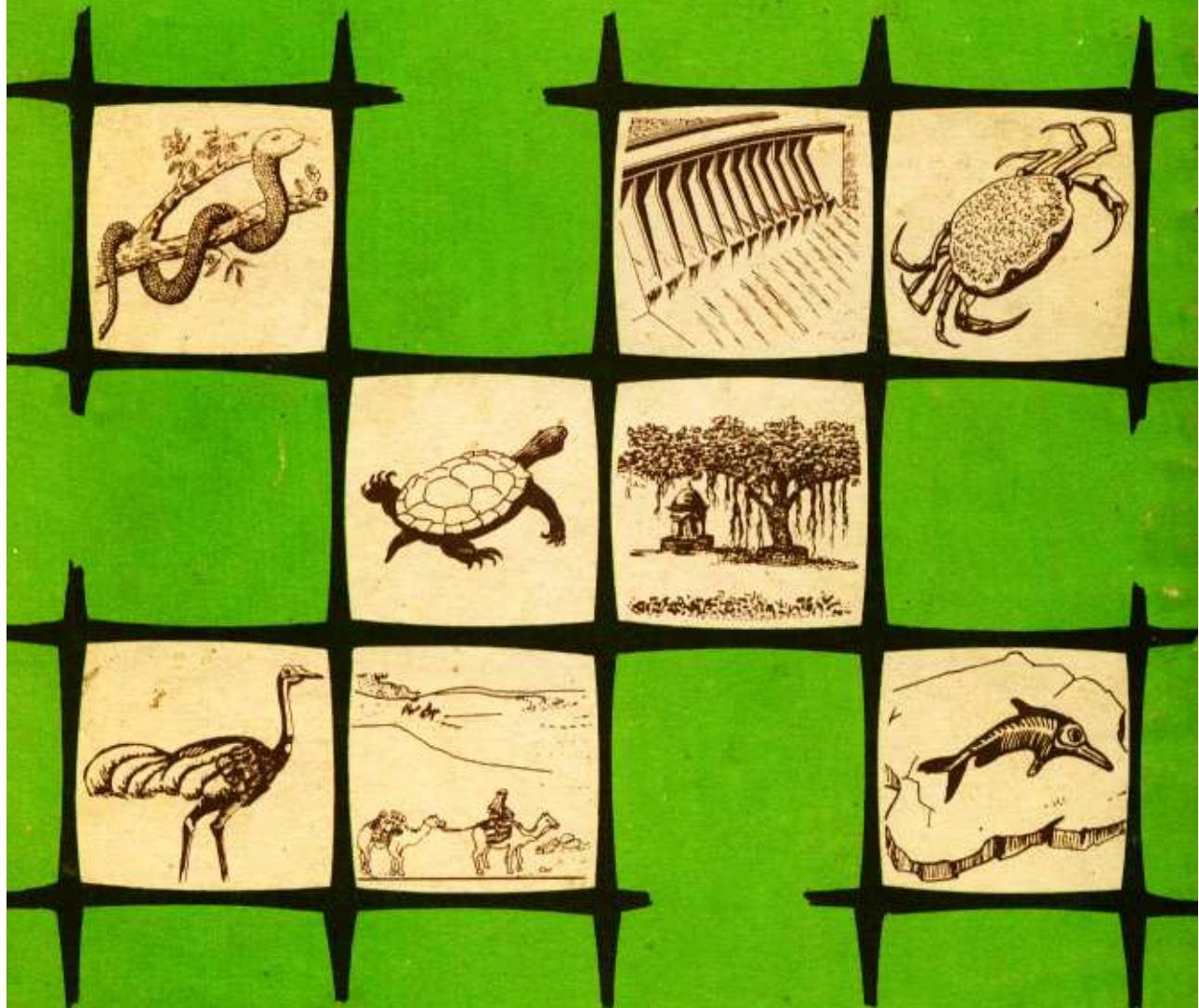
2. Flamingo 3. Owl 4. Kite 5. Duck 6. Hoopoe 7. Pelican 8. Egret 9. Kingfisher  
10. Woodpecker 11. Penguin 12. Parrot 13. Crow 14. Peacock 15. Swan.

Pp. 84-85 Other things in the sky. Aeroplanes, helicopters, etc. On p. 85 only one way of making a paper glider is illustrated. There are many other ways too. The children will not only have fun making the glider (folding, painting, flying) but will learn about following visual instructions from a book. A certain amount of dexterity is involved in folding paper along the proper lines.

Pp. 88-91 These stories can be read to the class or the children can read them themselves. There are only two stories included in this book. Stories from other sources must be read to the children. They are intended for the child's enjoyment as well as to encourage the child to learn more about the world.

*Looking at Life*, Books One and Two follow the guidelines suggested by the NCERT for teaching Environmental Studies in Classes One and Two.

These books should be followed by *Looking at Life*, Books Three, Four and Five which closely follow the prescribed syllabus for Social Studies in Classes Three, Four and Five respectively. Book Three deals with India and her states; Book Four discusses the main geographical areas of India in greater detail and Book Five deals with life all over the world.



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